

# MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

## Agenda

### Regular Meeting

September 21-23, 2005

Montana State University-Billings  
1500 N. 30th Street  
Billings, MT 59101-0252

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#### System Issues

#### Academic / Student Affairs Items

#### Administrative/Budget Items

#### Staff and Compensation Committee Items

#### Workforce Development Committee Items

#### Consent Agenda

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*Other than the meeting starting time, the times listed are approximate. These approximate times are intended to give meeting participants a rough idea of the amount of discussion contemplated, but the Board will move to the next part of the agenda upon the completion of the prior topic. In addition, agenda items may be rearranged unless an item is listed as having a "time certain."*

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### Overview

#### WEDNESDAY, September 21, 2005

**Note:** When the Full Board meets, the Board of Regents may take action on any item on the following Agendas.

1:00 p.m. – 3:45 p.m. **Academic/Student Affairs Committee** meeting – Beartooth Conference Room - SUB  
(Committee Members: Chair Regent Lynn Morrison-Hamilton, Regent Stephen Barrett, Regent Mike Foster, and Regent Kala French)

10:00 a.m. – 3:45 p.m. **Budget and Audit Oversight Committee** meeting – Ballroom SUB  
(Committee Members: Chair Regent Mark Semmens, Regent John Mercer, and Regent Lila Taylor)

4:00 p.m. – 5:30 p.m. **Staff and Compensation Committee** meeting – Ballroom, SUB  
(Committee Members: Chair Regent John Mercer, Regent Stephen Barrett, and Regent Mark Semmens)

4:00 p.m. – 5:30 p.m. **Workforce Development Committee** meeting – Rimrock Room, SUB  
(Committee Members: Chair Regent Mike Foster, Regent Kala French, Regent Lynn Morrison-Hamilton, and Regent Lila Taylor)

5:30 p.m. Presentation on Scientific Research – Lewis and Clark Room, SUB, followed by small reception at the Fireside Lounge

**Note:** *When the Full Board meets on May 19 and 20, the Board of Regents may take action on any item on the above Agendas.*

**THURSDAY, September 22, 2005**

7:00 a.m. Breakfast for Board and Faculty Senate representatives – Rimrock Room, SUB

7:00 a.m. Continental Breakfast for meeting participants – Fireside Lounge  
8:15 a.m. Board Convenes - B57

12:00 to 1:00 p.m. MAS Luncheon with Regents, Commissioner, Presidents and Chancellors – Ballroom, SUB

12:00 noon Buffet Lunch for Meeting Participants – Lewis and Clark Room SUB

6:00 p.m. Buffet-style reception at the MSU-Billings Downtown Campus conference center, corner of 3<sup>rd</sup> Avenue North and North Broadway. It will include wine, great food and a review of some of the unique partnerships that have been set up between Montana State University-Billings and area businesses to help meet the workforce training needs in the region.

**FRIDAY, September 23, 2005**

All Day American Indian Heritage Day  
7:00 a.m. Regents breakfast with local civic and business leaders - MSU-Billings Downtown Campus conference center, corner of 3<sup>rd</sup> Avenue North and North Broadway  
7:00 a.m. Continental Breakfast for meeting participants – Fireside Lounge, SUB  
8:45 a.m. Board Reconvenes - BALLROOM, SUB

12:00 noon Buffet Lunch for Meeting Participants – Lewis and Clark Room SUB

12:00 noon Executive Session (If needed) – Missouri Room, SUB

**BUSINESS CENTER WILL BE OPEN IN THE BRIDGER ROOM, SUB**

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**BOARD OF REGENTS COMMITTEE MEETINGS**

**WEDNESDAY, September 21, 2005**

(Public Comment is welcome during all meetings)

**ACADEMIC/STUDENT AFFAIRS COMMITTEE MEETING and AGENDA**

**Committee Members:** Chair Regent Lynn Morrison-Hamilton, Regent Stephen Barrett, Regent Mike Foster, and Regent Kala French

1:00 p.m. - 3:45 p.m. Beartooth Conference Room, Student Union Building (A working lunch will be provided following CAO and SAO meetings)

**Note:** *When the Full Board meets on September 22 and 23, the Board of Regents may take action on any item on the following Agenda.*

- I. Roll Call.
- Review and Adoption of Agenda.

- II. Approval of [Minutes](#).
- A. From the May 18, 2005, meeting of the Committee.
- III. Portion of the Meeting Devoted to Chief Student Affairs Officers.
- A. Discussion of textbook costs.
1. With special attention to the strategies used by college bookstores to hold prices down. [A Bookstore for All Seasons](#) [A New Model for Textbook Pricing](#) [Bookstore Blues](#) [Bundled Textbooks](#) [Passing the Bucks](#) [Ripoff 101](#) [Ripoff](#) [Stay Independent](#)
- B. Follow-up on the [mental health discussion](#) from the March 2005 meeting.
- C. Possible discussion on the so-called [Matrix 5](#).
- IV. Portion of the Meeting Devoted to Topics of Concern to Both Academic & Student Affairs Officers. (Approximately 2:00 p.m.)
- A. Reports.
1. [College Preparatory Program Report](#). [Memo](#)
  2. [Distance Learning Report](#). [Memo](#)
  3. [Credit by Exam Report](#). [Memo](#)
  4. [Diversity Report](#). [Memo](#)
  5. [Quality Report](#). [MSU-Bozeman](#) [MSU-Billings](#) [MSU Great Falls CoT](#)  
[UM-Missoula](#) [UM-Western](#) [Montana Tech of UM](#) [UM-Helena CoT](#)
- B. Informational Items.
1. Discussion of the Writing Proficiency Project. [Memo](#) [Attachment](#)
  2. Discussion of the admissions program at The University of Montana-Missoula.
  3. Memorandum on [grade point average](#) values.
  4. Memorandum on [minimum grade policy](#) and its implementation.
  5. Report on the Montana State University Rural Nursing Partnership in North Central Montana.
  6. Discussion of the transfer information on the Montana University System web site. [Index](#)  
[Minimum Grades](#) [Policies](#)
  7. Discussion of “next steps” in the transfer arena.
  8. Discussion of possible activities for the Academic & Student Affairs Committee.
- C. Action Items.
1. Action: [ITEM 128-101-R0905](#): An Assessment Plan for the Transfer Audit Policies. [Attachment 1](#) [Attachment 2](#) [Attachment 3](#) [Attachment 4](#) [Attachment 5](#) [Attachment 6](#)
  2. Action: [ITEM 128-102-R0905](#): Revision of Board of Regents’ Policy 209.2, Coordinator of Community Colleges. [Attachment](#)
  3. Action: [ITEM 128-104-R0905](#): Faculty Appeal – Catherine Swift
  4. Action: [ITEM 128-105-R0905](#): Student Appeal – CONFIDENTIAL – Catherine Swift
- V. Portion of the Meeting Devoted to Topics of Concern to Academic Affairs Officers. (Approximately 3:15 p.m.)
- A. [Level I memorandum](#).
- B. [Level II Items](#).
1. Action: [ITEM 128-2003-R0705](#): Pre-Medical Certificate, Montana State University-Bozeman. [Request](#) [Summary](#) [Proposal](#) [Budget](#)
  2. Action: [ITEM 128-2004-R0705](#): Master of Science degree in Ecological and Environmental Statistics, Montana State University-Bozeman. [Request](#) [Summary](#) [Proposal](#) [Budget](#)
  3. Action: [ITEM 128-2005-R0705](#): Humanities Institute, Montana State University-Bozeman. [Request](#) [Proposal](#) [Budget](#)
  4. Action: [ITEM 128-2801-R0705](#): Associate of Applied Science degree in Electrical Technology, Montana State University-Northern. [Request](#) [Summary](#) [Proposal](#) [Budget](#)  
[Appendix 1](#) [Appendix 2](#)
  5. Action: [ITEM 128-1001-R0705](#): Minor in Central and Southwest Asian Studies, The University of Montana-Missoula. [Request](#) [Summary](#) [Proposal](#)
  6. Action: [ITEM 128-1002-R0705](#): Paleontology Center on campus and field station in Glasgow

area, The University of Montana-Missoula. [Request](#) [Summary](#) [Proposal](#) [Budget](#)

7. Action: [ITEM 128-1501-R0705](#): Master of Science degree in Interdisciplinary Studies, Montana Tech of The University of Montana-Missoula. [Request](#) [Summary](#) [Proposal](#) [Budget](#)

8. Action: [ITEM 128-1505-R0705](#): Revised mission statement, Montana Tech of The University of Montana. [Request](#) [Vision](#)

9. Action: [ITEM 128-1506-R0705](#): Conversion of option in Medical Assistant to an Associate of Applied Science degree in Medical Assistant, Montana Tech of The University of Montana. [Summary](#) [Proposal](#) [Budget](#)

C. Information Item.

1. [Letter](#) from Montana State University-Billings concerning possible new nursing program in that city.

2. [Level II items](#) on submission at this meeting.

VI. Other business.

VII. Public comment.

VIII. Close: Review assignments, meeting schedule, and meeting's main points.

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## **Budget and Audit Oversight Committee meeting and AGENDA**

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Committee Members: Chair Regent Mark Semmens, Regent John Mercer, and Regent Lila Taylor

10.00 a.m. – 3:45 p.m. – Ballroom A Working Lunch will be provided

**Note:** *When the Full Board meets, the Board of Regents may take action on any item on the following Agenda.*

- a. [ITEM 128-112-R0905](#) – Revision to the Montana Family Education Savings Program [Memo](#)  
[Policy](#)
- b. [ITEM 128-116-R0905](#) - Approval for Additional Investment Options, Montana Family Educational Savings Bank
- c. Board of Regents [Biennial Budget Process](#) Review
- d. [ITEM 128-113-R0905](#) - COE/Allocation Model Revision Study
- e. [ITEM 128-115-R0905](#) – Proposed Revision of Policy 407 - Approval of University System Employee Equity Interest and/or Business Participation. [Attachment](#)
- f. [ITEM 128-2002-R0905](#) - Authorization to Appoint Members to the Fire Services Training Advisory Council; Montana State University-Bozeman
- g. [ITEM 128-2801-R0905](#) - Authorization to Name the “KNMC” Radio Station the Lisenby Studios; Montana State University-Northern
- h. [ITEM 128-2802-R0905](#) - Authorization to Name the Lecture Hall in the new Applied Technology Center the Hensler Auditorium; Montana State University-Northern
- i. [ITEM 128-2803-R0905](#) - Authorization to Name the Oil Lab in the new Applied Technology Center the Kiewit Oil Laboratory; Montana State University-Northern
- j. [ITEM 128-1012-R0905](#) - Construct Executive Education Building; The University of Montana-Missoula [Attachment 1](#) [Attachment 2](#)
- k. [ITEM 128-1009-R0905](#) - Planning for Addition to Education Building; The University of Montana-Missoula
- l. [ITEM 128-2003-R0905](#) - Authorization to Construct a Parking Garage and Repair and Replace New & Existing Parking, Street and Access Facilities; Montana State University-Bozeman [Attachment](#)
- m. [ITEM 128-2004-R0905](#) - Authorization to Construct a New Research Facility; Montana State University-Bozeman [Attachment](#)
- n. [ITEM 128-1001-R0905](#) - Authorization to Repair/Replace the HVAC system in the Curry Health Service Building; The University of Montana-Missoula [Attachment](#)
- o. [ITEM 128-2006-R0905](#) - Authorization to Utilize Short-Term Loans for the Continuation of a Multi-Year Information Technology Infrastructure Replacement Plan; Montana State University-Bozeman [Attachment 1](#) [Attachment 2](#) [Attachment 3](#) [Attachment 4](#)

- p. [ITEM 128-2005-R0905](#) - Authorization Execute a Utility Easement with the City of Bozeman; Montana State University-Bozeman [Attachment 1](#) [Attachment 2](#) [Attachment 3](#)  
[Attachment 4](#)
- q. [ITEM 128-2702-R0905](#) - Authorization to Execute Purchase of Property; Montana State University-Billings [Plat](#)
- r. [ITEM 128-2804-R0905](#) - Authorization to Acquire the former BLM Lewistown Field Office at Public Benefit Allowance Discount for Educational Purpose through the U.S. Department of Education; Montana State University-Northern [Attachment 1](#) [Attachment 2](#) [Attachment 3](#) [Attachment 4](#) [Attachment 5](#)
- s. [ITEM 128-2853-R0905](#) - Authorization to Execute Purchase of Property from Great Falls School District; Montana State University-Great Falls, College of Technology [Attachment Plat](#)
- t. [ITEM 128-103-R0905](#) – FY06 Montana University System Operating Budgets [Executive Summary](#)

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### [Staff and Compensation Committee meeting and AGENDA](#)

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Committee Members: Chair Regent John Mercer, Regent Stephen Barrett, and Regent Mark Semmens

4:00 p.m. - 5:30 p.m. Ballroom, SUB

(Public Comment is welcome during all meetings)

**Note:** *When the Full Board meets, the Board of Regents may take action on any item on the following Agenda.*

1. Minutes of 5/18/05 committee meeting
2. Report on dependent fee waiver utilization
3. [ITEM 128-114-R0905](#) - Proposed Policy Setting Salaries for the Commissioner of Higher Education, Presidents and Chancellors [Attachment](#)
4. Salary Issues
  - a. Items delayed from 5/18/05 meeting.
    - [Recommended Modifications](#)
    - 1. [ITEM 127-126-R0505](#) - Amend policy 711.1 Employment Instruments; Professional and Administrative Employees
    - 2. [ITEM 126-108-R0305](#) - Amend Policy 711.2 - Criteria for Board of Regents Contract; Non-faculty Personnel [Attachment](#)
    - 3. [ITEM 126-109-R0305](#) - Salary Increases for Contract Administrators
  5. Other items
    - a. Staff item reporting format
    - b. Collective bargaining update

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### [Workforce Development Committee meeting and AGENDA](#)

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**Committee Members:** Chair Regent Mike Foster, Regent Kala French, Regent Lynn Morrison-Hamilton, and Regent Lila Taylor

**4:00 p.m. - 5:30 p.m.** Rimrock Room, SUB

**(Public Comment is welcome during all meetings)**

**Note:** *When the Full Board meets on May 19 and 20, the Board of Regents may take action on any item on the following Agenda.*

- a. Update on workforce initiatives
- b. [ITEM 128-106-R0905](#) – Charter to formalize the Two Year Council [Charter](#) [Matrix](#)
- c. State Workforce Investment Board proposal discussion
- d. Discuss results from state workforce survey
- e. Update on 2-year Program public relations campaign
- f. Review options for physician training and rural location

### **END OF COMMITTEE MEETINGS**

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## **BOARD OF REGENTS MEETING**

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*The Full Board may take action on any item on the following Agenda and the Committee Agendas.*

**(Public Comment is welcome during all meetings)**

### **THURSDAY, September 22, 2005**

**7:00 a.m.** Breakfast for Board and Faculty Senate representatives – Rimrock Room, SUB

**7:00 a.m.** Continental Breakfast for meeting participants – Fireside Lounge, SUB

**8:15 a.m.** Full Board Convenes – Ballroom - SUB

#### **I. ROLL CALL**

Representing Governor Brian Schweitzer: Ms. Jan Lombardi, Education Advisor

#### **II. APPROVAL OF MINUTES**

- Minutes of the May 10, 2005 Special Meeting in Missoula, MT, the May 18-20, 2005 Regular Meeting in Billings, MT, and the July 14, 2005 Regular Meeting in Great Falls, MT
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#### **III. SYSTEM ISSUES**

- a. Roundtable with local members of state legislature and representatives of Governor Schweitzer, Senator Baucus, Senator Burns, Congressman Rehberg
  - Discuss/identify the most important issues, projects, or new ideas for Montana
  - MUS coordination and assistance for these efforts
  - Existing process for providing continuity and increased visibility for important initiatives
  - Tracking short- and long-term progress (accountability) toward achieving shared goals
- b. Montana University System Technology Transfer (Dwyer/McCoy)
  - Presentation on how technology transfer is accomplished in Montana
  - Example of how university research and innovation supports state businesses and job creation
- c. Presentation of results from the Montana business workforce survey and update on Montana economy (Polzin)
  - Data and conclusions about types of jobs that are available in the State
  - Discuss implications for our postsecondary education system in educating and training the State's workforce in the short- and long-term.

- d. Set top priorities for the MUS 2010 strategic plan and expectations for when/how action plans will be developed (Foxley)
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**IV. DISCUSSION WITH CAMPUS Leaders** (President George Dennison, Interim President Ralph Lenhart, Chancellor Ron Sexton, Dean Dan Bingham); Hurricane Katrina Campus Responses  
*Also see attached [reports](#) from all campuses*

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**V. ACADEMIC/STUDENT AFFAIRS ITEMS**

- a. Report from Academic/Student Affairs Committee – Lynn Hamilton

See [Committee Agenda](#)

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**VI. WORKFORCE DEVELOPMENT ITEMS**

- a. Report from Workforce Development Committee – Regent Foster

See [Committee Agenda](#)

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12:00 noon                      12:00 - 1:00 p.m.                      MAS Luncheon with Regents, Commissioner, Presidents  
1:15 p.m.                      and Chancellors – Ballroom  
                                         Meeting Attendees – Luncheon in the Lewis and Clark Rooms, SUB  
                                         THE FULL BOARD RECONVENES – Ballroom

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**VII. ADMINISTRATIVE/BUDGET ITEMS**

- a. Report from Budget & Audit Oversight Committee – Mark Semmens

See [Committee Agenda](#)

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**VIII. STAFF AND COMPENSATION ITEMS**

- a. Report from Staff and Compensation Committee – Regent Mercer

See [Committee Agenda](#)

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5:00 p.m.                      **BOARD RECESSES**

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**BOARD OF REGENTS MEETING continued**

**FRIDAY, September 23, 2005**

*The Full Board may take action on any item on the following Agenda and the Committee Agendas.*

7:00 a.m.                      Regents breakfast with local civic and business leaders - MSU-Billings  
Downtown Campus conference center, corner of 3rd Avenue North and North  
Broadway  
7:00 a.m.                      Continental Breakfast – Fireside Lounge, SUB  
8:45 a.m.                      Full Board **Reconvenes** – Ballroom, SUB

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**IX. STUDENT REPORTS**

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## Open Forum for Public Input on MONTANA UNIVERSITY SYSTEM ISSUES

MCA 2-3-103. Public participation ...*The agenda for a meeting, as defined in 2-3-202, must include an item allowing public comment on any public matter that is not on the agenda of the meeting and that is within the jurisdiction of the agency conducting the meeting. However, the agency may not take action on any matter discussed unless specific notice of that matter is included on an agenda and public comment has been allowed on that matter...* Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time, or you will be ruled out of order.

## XI. CONSENT AGENDA

### Staff Items:

- a. [ITEM 128-100-R0905](#) – Staff; Office Commissioner of Higher Education
- b. [ITEM 128-1000-R0905](#) – Staff; The University of Montana-Missoula
- c. [ITEM 128-1003-R0905](#) - Authorization to confer the Title of Executive Assistant to the President /University Executive Vice President Emeritus upon Bob Frazier; The University of Montana-Missoula
- d. [ITEM 128-1004-R0905](#) - Authorization to Confer the Title of Associate Professor Emeritus of Library Science upon Christopher G. Mullin; The University of Montana-Missoula
- e. [ITEM 128-1005-R0905](#) - Authorization to Confer the Title of Professor Emeritus of Business Administration upon Maureen J. Fleming; The University of Montana-Missoula
- f. [ITEM 128-1006-R0905](#) - Authorization to Confer the Title of Professor Emeritus of Biomedical and Pharmaceutical Sciences upon Charles L. Eyer; The University of Montana-Missoula
- g. [ITEM 128-1010-R0905](#) - Authorization to Confer the Title of Professor Emeritus of Music upon Thomas Cook; The University of Montana-Missoula
- h. [ITEM 128-1011-R0905](#) - Authorization to Confer the Title of Professor Emeritus of Music upon Esther England; The University of Montana-Missoula
- i. [ITEM 128-1500-R0905](#) – Staff; Montana Tech of The University of Montana
- j. [ITEM 128-1500A-R0905](#) – Staff; Montana Bureau of Mines and Geology
- k. [ITEM 128-1600-R0905](#) - Staff; The University of Montana-Western
- l. [ITEM 128-1900-R0905](#) – Staff; The University of Montana-Helena College of Technology
- m. [ITEM 128-2000-R0905](#) – Staff; Montana State University-Bozeman
- n. [ITEM 128-2001-R0905](#) - Authorization to Confer the Title of Professor Emeritus of Plant Pathology upon Gary Strobel; MSU-Bozeman
- o. [ITEM 128-2300-R0905](#) – Staff; Agriculture Experiment Stations
- p. [ITEM 128-2400-R0905](#) – Staff; Cooperative Extension Service
- q. [ITEM 128-2700-R0905](#) – Staff; Montana State University-Billings
- r. [ITEM 128-2800-R0905](#) – Staff; Montana State University-Northern
- s. [ITEM 128-2850-R0905](#) – Staff; Montana State University-Great Falls College of Technology

### Labor Agreements/Other

- a. [ITEM 128-107-R0905](#) – Approval of Tentative Agreement with Montana Nurses Association [Memo Agreement](#)
- b. [ITEM 128-108-R0905](#) – Approval of Tentative Agreement with The University of Montana-Western Faculty Association [Memo Agreement](#)
- c. [ITEM 128-109-R0905](#) – Approval of Tentative Agreement with United Association of Plumbers and Pipefitters [Memo Agreement](#)
- d. [ITEM 128-110-R0905](#) – Approval of Tentative Agreement with Montana State University-Billings Faculty Association [Memo Agreement](#)
- e. [ITEM 128-111-R0905](#) – Approval of Tentative Agreement with the Laborers International Union [Memo Agreement](#)

### Administrative/Budget Items

- a. [ITEM 128-1002-R0905](#) - Student Computer Fee Expenditure; The University of Montana-Missoula



- b. [ITEM 128-2851-R0905](#) - Authorization to Expend Student Equipment Fees; Montana State University-Great Falls, College of Technology
  - c. [ITEM 128-2852-R0905](#) - Authorization to Expend Computer Fees; Montana State University-Great Falls College of Technology
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**XII. PRESENTATIONS**

- a. [Resolution](#) in Recognition of American Indian Heritage Day

**XIII. CONTINUATION OF UNFINISHED ITEMS**

*Note: Items not completed by the end of the meeting will be carried over to the next regularly scheduled meeting.*

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**XIV. EXECUTIVE SESSION** (if needed) – Missouri Room, SUB

**XV. BOARD ADJOURNS** on completion of business

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The Board of Regents will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate. Persons requiring such accommodations should make their requests to the Office of the Commissioner of Higher Education as soon as possible before the meeting to allow adequate time for special arrangements. You may call or write to: ADA Coordinator, P. O. Box 203101, Helena MT 59620-3101, 406-444-6570, 1-800-253-4091 (TDD)

DRAFT Minutes of  
**The Academic & Student Affairs Committee**  
Of the Montana Board of Regents  
**Wednesday, May 18, 2005**  
9:30 a.m. – 2:40 p.m.  
Room B36, MSU-Billings College of Technology  
Billings, Montana

Regent Lynn Hamilton, chair of the Academic & Student Affairs Committee, called the meeting to at 9:30 a.m. and introduced the other voting members of the committee, Regents French and Barrett. Regent Foster, the fourth member of the committee, joined the group later in the day.

Regent Hamilton noted that this is an open meeting, invited everyone to join the Committee at the table, and asked everyone to feel free to make comments as the agenda proceeds. There is a time at the end of the meeting for public comment on non-agenda items, she said.

**I. REVIEW AND ADOPTION OF AGENDA.**

Regent Barrett moved to adopt the agenda. Motion carried.

**II. APPROVAL OF MINUTES.**

**A. *From the March 16, 2005 meeting of the Committee.***

Regent French moved to approve the minutes. Motion carried.

**III. PORTION OF THE MEETING DEVOTED TO CHIEF ACADEMIC OFFICERS.**

**A. *Action: ITEM 126-2851-R0305, Certificate in Creative Arts Enterprise, MSU-Great Falls College of Technology.***

Vern Pedersen gave background on this item, a follow-up to a highly successful workforce development pilot program funded by OCHE. The program includes a business component, a mentoring element and a Montana Heritage strand. Regent Hamilton complimented MSU-GF on their marketing efforts for this program, which is bringing recognition to Central Montana. Regent French moved to forward this item to the full Board. Motion carried.

**B. *Action: ITEM 126-301-R0305, A.A.S. degree in Surgical Technology, Flathead Valley Community College.***

This program was initially approved for a two-year period in response to community needs. Kathy Hughes said that the program has now gone through the national accreditation process. The associate degree, rather than the certificate, is now the preferred norm, so that change was made in this proposal. Regent French moved to forward this item to the full Board. Motion carried.

**C. *Action: ITEM 126-302-R0305, Certificate in Medical Coding, Flathead Valley Community College.***

This program was also originally approved on the “fast track” for a two year period. Regent French moved to forward this item to the full Board. Motion carried.

**D. *Action: ITEM 126-201-R0305, Permission to change the A.A.S. degree in Chemical Dependency Counseling to an A.A. degree in Chemical Dependency Counseling, Dawson Community College.***

This request is slightly unusual because AA and AS degrees usually don't carry a designation unless required for accreditation or by statute. The 2003 legislature raised the standards for chemical dependency counseling, as part of a move toward the national standard of a baccalaureate degree. The designation is now required by statute, and Dawson Community College's proposal has been reviewed and approved by the Two-Year Committee. Regent Hamilton asked if this degree will transfer or

articulate into baccalaureate programs; Dawson plans to work on this in the future. Regent Barrett moved to forward this item to the full Board. Motion carried.

**E. Action: ITEM 127-108-R0505, Revision of Policy 303.3, Program Review.**

This revision represents a significant change, giving responsibility for the review process to the campuses and spreading individual program review over a seven year period, to coincide with accreditation review cycles. All programs that are part of the degree inventory, including options and certificates, are to be included in the review process. The Chief Academic Officers worked on this policy revision for many months and unanimously support it. Regent French moved to forward this item to the full Board. Motion carried.

**F. Action: ITEM 127-109-R0505, Academic Program Planning.**

This new policy would require campuses to keep the Board of Regents informed regarding their academic program plans over a three year period, and to identify the programs they expect to bring to the Board in the next year. The intent is to encourage collaboration between campuses, and to allow the Regents to plan on a system-wide and long-term basis. The policy also includes a compliance incentive. Regent Barrett supports the compliance incentive, and noted that the academic program planning process will synchronize nicely with the new program review process after the first few years. Regent French wondered whether collaboration would be the responsibility of the Regents, OCHE or the campuses. Regent Hamilton said that this is best done at the campus level, but campuses should be aware that the Board will be paying attention. Regent Barrett moved to forward this item to the full Board. Motion carried.

**IV. DISCUSSION ITEMS.**

**A. Regent Mercer's request for information on "fast track programs" in the Montana University System.**

Information regarding early degree completion was assembled at the request of Regent Mercer. Roger noted that the "time to degree" programs have not been very successful, except on the UM-Missoula campus. Students often use the time to degree programs, such as "Four Bear", to gain entry into high demand classes in the first year or two, only to drop out of the program before completing their degree. Regent French raised a question regarding dual enrollment limitations, and she will discuss this further with Arlene Parisot so that Arlene can take it to the Dual Enrollment Task Force of the P-20 Committee.

**V. ANNOUNCEMENTS.**

**A. Level I memorandum.**

MSU-Billings asked to remove Item 127-2702+R0505 from the Level I approvals.

Roger pointed out that the Board of Nursing formally authorized the joint Board of Nursing/Board of Regents review and approval process for nursing program changes at its April meeting. The Regents approved the new process at their May 2004 meeting.

Regent Hamilton asked if the large number of programs MSU-Northern put on moratorium were reviewed using the old or the new program review process. Cheri Jimeno said they used the old process, but that the result would be the same under the new one.

**VI. PORTION OF THE MEETING DEVOTED TO TOPICS OF CONCERN TO BOTH ACADEMIC & STUDENT AFFAIRS OFFICERS.**

**A. Action: ITEM 126-105-R0305, Minimum Course Grades.**

Roger explained the three options for a minimum course grade policy that were included in the Board packet. He clarified that this policy will apply to **all** students, not

just transfer students. Although including all students exceeds the recommendation of the transfer audit, creating separate categories of students for grading purposes was deemed inappropriate. Inherent in all of the policies is recognition that the entire system will go to plus/minus grading.

During the discussion regarding plus/minus grading it was noted that some professors will elect not to use plus/minus grades. Although this may seem unfair to students, faculty must be free to set their own standards and grade as they choose. UM-Missoula and MSU-Bozeman currently use plus/minus grading, but round differently. This results in different GPAs for students receiving identical grades on the two campuses, illuminating the need for a system-wide numerical standard for each grade. The numerical standard will not affect an instructor's ability to structure grades for individual courses, but relates only to how the letter grade is reflected numerically on the transcript.

Dave Dooley stated that the ability of individual programs to establish higher minimum grade standards (included in some versions of the policy) is vital, especially in terms of accreditation. He strongly urged including optional higher standards in the final policy, while recognizing the importance of ensuring that students are aware of those higher standards if they have been adopted.

Discussion turned to the value of the "D" grade—if it should be acceptable as a minimum for various types of coursework, the potential for grade inflation if the C- becomes the minimum standard, whether or not students who receive a D are prepared for the next level of coursework in a series, and if two-year programs should have a different standard to accommodate the circumstances of non-traditional students. Regent Hamilton advocated for setting meaningful standards while providing the support systems students need to succeed (e.g. tutoring, childcare). It was also noted that this policy does not abrogate faculty's ability to make discretionary decisions allowing individual students to demonstrate competency in ways other than grade performance. Roger clarified that faculty may waive or substitute a course normally required for a degree, but any course used to fulfill graduation requirements must meet the minimum grade standard. A course that is not used to complete a degree requirement does not have to meet the standard.

Roger distributed a fourth alternative of the policy, which combines some of the features of the other proposed policies. Regent Barrett asked for discussion regarding changing 1 (c) from a minimum of C- to a D-, since programs would be free to set a higher standard in this version of the policy. Some thought this would give more flexibility in enabling students to move through a program. Others said it would make the transfer situation even worse, because students would be unprepared to meet the higher standards that many programs would choose to set. Regent Barrett moved to recommend alternative four to the full Board, including a system-wide standard for grades in part three. Motion carried.

Implementation of the minimum grade policy is proposed for Fall 2005, and will apply only to new or readmitted students, not to continuing students. However, plus/minus grading will begin in the Fall for **all** students. It was recognized that existing students may see a change in their GPA when the uniform numerical standard is set due to the current rounding variations between the Missoula and Bozeman campuses. No Banner problems are foreseen in implementing plus/minus grading. Campuses will be asked to notify students of the minimum grade policy through catalog inserts and information on their websites. Regent Barrett moved to recommend implementation in Fall 2005. Motion carried.

**B. Action: ITEM 127-102-R0505, General Education.**

There was concern regarding the language in the Block Transfer Procedure (procedure one). It will be modified to refer to only lower level courses. Regent Hamilton said the other question regarding block transfer relates to A.A.S. degrees, but this policy does not apply to A.A.S. degrees. Regent Barrett moved to forward this item as amended to the full Board. Motion carried.

Celia Winkler, chair of the UM-Missoula Faculty Senate, initiated a discussion of the composition of the General Education Council (procedure six). She and Warren Jones, chair of the MSU-Bozeman Faculty Senate, urged revision of the policy to require faculty senate representation from each campus on the General Education Council. Roger pointed out that the General Education Council will oversee the MUS Core, which belongs to the system, not to the campuses. He also cautioned against the Regents forfeiting the prerogative to determine membership of a standing committee of the Regents. Following additional discussion, the motion carried again as previously amended.

**C. Action: ITEM 127-103-R0505, A.A.S. Degrees.**

Roger expressed concern that this policy revision, while clarifying policy on two-year degrees, doesn't satisfy all of the expectations of the performance audit. Credit totals, general education requirements and transferability of coursework are issues yet to be addressed. The Two-Year Education Committee will assume responsibility for continued work on those issues. Regent Barrett, recognizing this as an initial step, moved to forward this item to the full Board. Motion carried.

**D. Action: ITEM 127-114-R0505, Revision of Policy 301.11, Undergraduate Degree Requirements, to include B.A.S. Degrees.**

Regent French moved to forward this item to the full Board. Motion carried.

**E. Action: ITEM 127-104-R0505, Overall Grade Point Average.**

There were significant and disparate opinions regarding this policy, and so two versions were presented in the Board packet. One version requires that all students' transcripts show a cumulative GPA, and the other allows each student to decide if they want it to appear on their transcript. Regent French said that a majority of students would be negatively impacted by the "all or none" option, so the students would not support it. Discussion included the limitations of the Banner system in implementing the choice option; and the differences in how campuses use the cumulative GPA to make admission decisions, award scholarships and determine graduation honors. Regent Barrett asked if this issue was important enough to students to make system-wide changes. Allen Yarnell replied that statistically it's not a problem for a significant number of students. Regent Barrett moved to recommend that the Board decline to adopt a policy regarding the overall GPA. Motion carried. The Committee also recommended establishing a workgroup to develop a standardized format for recording transfer classes, credits and grades; and to standardize policies and procedures relating to use of the cumulative GPA in making admission and scholarship decisions.

**F. Action: ITEM 127-105-R0505, LPN Nursing Programs.**

Roger prepared an extensive narrative to accompany this item, trying to include all of the benefits and limitations of the proposal. The proposal has the endorsement of all of the LPN programs, some albeit reluctantly. The workgroup that developed the proposal included LPN and RN program managers with input from Board of Nursing members. The Board of Nursing is cautiously supportive of the plan, but will need to see actual program proposals before giving final approval.

This proposal accomplishes the objectives identified by the Board and the transfer audit to standardize the type of credential and number of credits, and to develop common pre-nursing and nursing courses. Susan Patton asked if the new curriculum will require

master-prepared faculty, and Roger replied that the Board of Nursing will be looking at those requirements.

Regent Barrett was impressed with the buy-in from such a wide range of constituencies, and moved to forward this item to the full Board. Motion carried.

**G. Action: ITEM 127-107-R0505, Single Admissions File.**

This policy is limited to current students of the MUS who wish to transfer or to take classes at more than one campus in the same semester. New students must still create a separate application for every campus to which they apply for admission. Suggestions were made for changes to the Request for Transmittal form. Regent French moved to forward this item to the full Board. Motion carried.

**H. Action: ITEM 127-112-R0505, Appeal Process for Transfer Evaluations.**

This formalizes the process currently used by many campuses, and has been endorsed by the Chief Academic Officers. Regent Barrett moved to forward this item to the full Board. Motion carried.

**I. Action: ITEM 127-115-R0505, System of Controls Policy Amendments.**

OCHE staff attorney Cathy Swift worked with Roger to address the concerns the Regents had with the policy adopted in March. It expands the policy to include transfer students from outside the MUS, but requires them to provide more information to assist in making transfer of credit decisions. Section four, compliance, excludes automatic entitlement if deadlines are not met, and was added on the advice of Ms. Swift. An editorial change was suggested in the first sentence. Regent French moved to forward this item to the full Board. Motion carried.

**J. Action: ITEM 127-113-R0505, SAT Scores for Admission to Four-Year Campuses.**

After consultation with campus representatives, it was decided that a proportional shift was the best way to accommodate the new SAT scoring. SAT scores are just one of several alternatives that satisfy admission requirements to the four-year campuses. Regent Barrett moved to forward this item to the full Board. Motion carried.

**K. Action: ITEM 127-128-R0505, Mathematics Proficiency from 2-Year to 4-Year Programs.**

This math proficiency statement was developed by math faculty from around the state. Dave Dooley requested a change to the language in item one to reflect the MSU-Bozeman path to demonstrating proficiency. The change will be prepared for presentation at the full Board meeting. Copies of a color-coded chart were distributed showing how the math courses in two-year programs will fulfill the math proficiency requirement, and the chart will soon be available on the web.

Discussion turned to use of the exemption pool. Roger clarified that there are two different exemption pools. Campuses can make exemptions to the college prep requirements (not to exceed 5%), and there is also a 15% exemption pool for students with special talents, minorities and others who demonstrate special needs. The Student Affairs Officers are in favor of using the 15% pool to admit students that don't meet the math proficiency standard, while the Math Proficiency Committee opposes using the exemptions in this way. The Math Proficiency Committee also advocated strongly for a minimum grade of C, not C-, to demonstrate proficiency. Regent Foster asked about the connection between the proficiency standard and the degree a student might be pursuing (e.g., art)—just how difficult is the math standard? Jan Clinard said that the threshold would be a course below "Math for Liberal Arts." Regent Hamilton asked that a report on the success of students admitted under the exemption pool be prepared in the future. She also commented that admission policies should be systematically reviewed to eliminate obsolete language and to determine their effectiveness. Regent

French moved to forward this item to the full Board with the addition of new language to include the MSU-Bozeman path to proficiency, and including the statement allowing use of the 15% exemption pool for students who do not meet the math proficiency standard. Motion carried.

- L. Discussion of a preliminary assessment plan for the new Transfer Audit policies.**  
Jim Rimpau said that once the transfer policies are adopted by the Board, his group will be able to see the policies as an entire package and develop an integrated assessment proposal for the September meeting.

**VII. PORTION OF THE MEETING DEVOTED TO CHIEF STUDENT AFFAIRS OFFICERS.**

**A. Discussion Items:**

1. Follow-up on the priority security issues.

The Student Affairs Officers on each campus prioritized their top three security needs and identified those that are currently unfunded. Several campuses provided additional information for the needs and cost analysis. UM-Helena hopes that their priority items one and three will be included in new building funds. Item two was originally in their budget request for this year, but was eventually removed. MSU-Northern will need additional funding for item one, residence hall sprinklers. MSU-Great Falls will try to incorporate their unfunded projects into their operating budget. MSU-Bozeman will be able to fund item two, higher police salaries, if enrollment is higher than anticipated. Item three, AED defibrillator equipment, is still being discussed by an MSU-Bozeman committee and no consensus has been reached yet on the need for such equipment at several campus locations. The Budget Committee of the Board of Regents will now be asked to look at the unfunded items, with the hope of making them a high priority in the long range building plans.

**VIII. OTHER BUSINESS.**

Dean John Cech welcomed everyone to the MSU-Billings COT and issued an invitation to a reception beginning at 5:30.

Jan Clinard offered her appreciation to all of the campuses that hosted the recent writing proficiency tests. She has the results for those who are interested.

**IX. PUBLIC COMMENT.**

There was no public comment.

**X. CLOSE: REVIEW ASSIGNMENTS.**

There will be new language for four of the items to be brought to the full Board on Thursday.

The meeting adjourned at 2:40 p.m.

*Submitted by Cathy Doyle*

## *Campus Services*

<http://chronicle.com/weekly/v51/i21/21b01501.htm>

From the issue dated January 28, 2005

### **THE LIFE OF A CAMPUS: BOOKS, BUSES, AND CHICKEN STRIPS**

#### **A Bookstore for All Seasons**

By LAWRENCE BIEMILLER

Athens, Ga.

At 67,000 square feet, the University of Georgia's bookstore is a big, big operation. It has space up front for general-interest books, an enormous area devoted to Georgia-themed clothes and gifts, a computer section, office and classroom and dorm-room supplies, and a vast mezzanine reserved for textbooks. You can buy aspirin, DVD's, French curves, iPods, laundry baskets, skateboards, sodas -- the store even has its own Clinique counter. It would be all the bookstore anyone could want if an 80,000-seat stadium weren't right across the street.

"It took six football games to make me appreciate all the space," says Jeremy E. Johnson, the manager. When the Bulldogs play at home, he stocks the shelves, rolls out extra cash registers, brings in backup employees, and gets ready to get overwhelmed.

Mr. Johnson has been at the store for just over a year, since the university gave up running the facility itself and turned it over to the Follett Higher Education Group. The store had been slowly losing business to three nearby competitors, including a Follett store in downtown Athens, and university administrators decided they didn't having the buying power to compete.

Follett won the contract in part by promising to spend a significant amount of money on renovations, which were accomplished last spring and summer (planning had to take into account both graduation crowds and a spring football scrimmage that drew 20,000 fans). At the request of faculty members, Mr. Johnson says, he moved general-interest books to the front of the store during the renovation, and at the same time added more titles.

But textbooks are the big sellers, accounting for half the store's business -- even though the other three stores all have almost identical offerings. Used textbooks are particularly problematic, because the store has to lure used-book sellers with an end-of-term buyback before it can supply the following semester's buyers. "We want to be the first option," Mr. Johnson says. "We've made it a more fun place to shop. And we've pounded it into our heads that we have to be prepared." The store stocks about 4,000 textbook titles per semester, and between 40 percent and 50 percent of textbooks it sells are used.

Of the store's non-textbook sales, clothing is the most difficult to predict, Mr. Johnson says. One buyer at Follett headquarters does the ordering for several large Southern universities, he says. The buyer and the store's staff try to keep in mind that they serve two audiences -- students and fans.

"It's a big challenge" anticipating what will sell, Mr. Johnson says. He was astonished this past summer when the store sold "thousands of units" of what he refers to as "butt shorts" -- women's shorts with "DAWGS" printed across the rear. Then male students started snapping up plaid pajama-bottom pants and wearing them all day long. Besides walk-in customers, the bookstore sells items online and from a 16-page catalog. Before the holidays last month, the mail-order staff handled up to 200 orders a day.

The bookstore, which is open seven days a week, sells students three models of Dell computers, bundled with software recommended by the university's information-technology staff. But the No. 1 selling items are still traditional blue exam booklets, which students buy for 40 cents each. This year the bookstore ordered 215,000.

<http://chronicle.com>

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From the issue dated November 26, 2004

<http://chronicle.com/weekly/v51/i14/14b01601.htm>

## **A New Model for Textbook Pricing**

By MICHAEL H. GRANOF

I am the author of *Government and Not-for-Profit Accounting: Concepts and Practices*, a textbook that retails for \$122.95, about 17 cents per page. By contrast, John Grisham's latest best-selling trade book, *The Last Juror*, sells on Amazon for \$19.01, only 5 cents per page. Although I might like to think that my book is many times more entertaining and enlightening than the legal thriller, my students and their parents will continue to cite the price differential as further evidence that textbook publishers and college bookstores are ripping them off.

Protest has reached the nation's capital as well as the legislatures of several states. Sen. Charles E. Schumer, of New York, has proposed permitting college students and their parents to deduct from their taxable income up to \$1,000 of college textbook costs. That would be in addition to other education-related deductions and tax credits. "After they pay the tuition, parents and students are getting slapped with shocking costs for textbooks in class after class, at school after school," Schumer said in a news release. Schumer also urged the Department of Education to find ways to lower textbook prices. Among his suggestions was guarding "against professors who take advantage of students by assigning books they wrote," and updating textbooks with supplements rather than by publishing new editions.

Rep. David Wu, of Oregon, introduced a bill that would require the General Accounting Office to investigate the high prices of college textbooks.

California Assemblywoman Carol Liu championed a bill fashioned by the California Public Interest Research Group. It charges in its preamble that textbook publishers add "bells and whistles" that 65 percent of faculty members don't use. The bill urges publishers to take a number of steps to hold down costs, including unbundling ancillary materials such as CD-ROM's and workbooks, disclosing how new editions differ from old, and encouraging faculty members to adopt the cheapest textbook that is pedagogically sound.

Legislatures in Illinois, Michigan, New Jersey, and Washington are considering measures that would exempt textbooks from sales taxes. In Georgia, legislation has been proposed that would limit the bookstores of state colleges and universities from selling textbooks at markups of more than 15 percent. That proposal is particularly misguided because college bookstores can hardly be accused of profiteering. The markup on new books is generally 25 percent. Some stores, like that at my own university, offer a

10-percent patronage rebate to students who submit sales receipts at year's end. Hence the net margin is only 15 percent. By contrast, the markup on clothing and souvenirs at campus stores typically runs between 35 percent and 50 percent. In fact, the number of independent campus bookstores, especially on larger campuses, is shrinking. Many campus stores are owned or managed by large chains, such as Barnes & Noble, Follett, and the Nebraska Book Company. Indeed, even the venerable Harvard Coop is managed by Barnes & Noble. According to the National Association of College Stores, between 1992 and 2004 the number of college stores operated under contract by major chains increased by almost 90 percent, from 743 to 1,409.

Students and their parents and legislators have a legitimate complaint. Textbooks are overpriced. But the causes aren't price gouging by bookstores, unscrupulous professors who force students to buy the texts they wrote, unnecessary and too-frequent revisions, or bundled supplementary materials. Those are all symptoms, not the disease.

Textbooks are overpriced because they are still marketed the old-fashioned way, as if they were the same as trade books. They are not. Other than physical form, the two share little common economic ground. Moreover, the cure is neither tax breaks, nor government-mandated price controls, nor limitations on publishers, but rather a new way of selling textbooks, one that distinguishes between physical form and intellectual content.

Textbooks differ from trade books in at least two significant ways. First, whereas the purchasers of *The Last Juror* actually make the decision to buy, the customers for *Government and Not-for-Profit Accounting* are required to do so by their instructors. To be sure, some instructors take price into account when adopting a textbook. But most, I suspect, have no idea what their assigned course materials cost. Therefore, the traditional obstacles to price increases -- customer knowledge and resistance -- are largely nonexistent.

Second, unlike the students who are required to purchase *Government and Not-for-Profit Accounting*, most owners of *The Last Juror* will keep their copies; only a small (though increasing) percentage of trade-book owners will sell them to second-hand book dealers. For textbooks, on the other hand, there is an extraordinarily well-organized and active used-book market -- a market that, oddly enough, contributes to price inflation.

When a textbook is first published, almost all students will purchase a new copy, paying full retail price. At the end of the semester, they will sell their books back to their college bookstore for 50 percent of retail. The bookstore will, in turn, resell the book for 75 percent of the original price. The same copy of the text will be bought and sold at those prices until the publisher issues a new edition and the last buyer is stuck with it.

As a consequence of this used-book market, a textbook publisher sells most

copies of a book the first semester after it is published. Thereafter, as any textbook author knows, sales drop precipitously. Although several students may use the same book, the publisher and the author get the benefit of only a single sale.

Unlike in years past, when students would periodically conduct a book exchange in the basement of their dormitory, the used-book market is now well organized and dominated by a few national chains. Even if a book will not be used again in a particular university, those chains will buy back the used copies and wholesale them to bookstores at schools where it is still being assigned. In fact, the market is now so efficient that if my textbook is published in December, then by the start of classes in January some students will show up with used books. Those books were most likely sent as examination copies to instructors, who sold them to a member of the ubiquitous army of traveling used-book merchants, who in turn sold them to the national chains.

To counter the used-book market, publishers find it fiscally essential to come out with new editions of textbooks every three or four years. In some fields, like calculus, however, the frequency of new editions is seldom justified by either new developments in the subject or improvements in pedagogy. Obviously, the publication of a new edition results in a huge waste of time and money on the part of authors and publishers. Students ultimately bear the costs of such profligacy in excessively high prices.

It's time for both publishers and universities to acknowledge that the textbook market -- which, if you include course packs, is a \$6.77-billion industry, according to the National Association of College Stores -- has changed greatly, and to revamp textbooks' sale and distribution. In substance, a textbook is more comparable to a software program than to a traditional trade book. A textbook is, in fact, two separate products. The first is its intellectual content and includes not merely the words of the author but also the work of the editors, artists, proofreaders, and reviewers. The second is its physical form -- the paper, cover, and ink. The intellectual content is worth more than the physical form and is the more costly to produce. Accordingly, the author and publisher should earn their rewards not just from the initial sale of the entire package, but from the continuing use of the content.

For each student enrolled in a course for which a publisher's textbook is adopted, universities should pay the publisher a license fee. Presumably, the university would pass the fee on to the students, just as today they charge students laboratory or software fees. The publisher would still produce hard copies of its texts. Students would continue to purchase those books from their university bookstores, but now the price of the books would incorporate only the actual manufacturing costs, plus the publishers' and retailers' normal markups. It would exclude the value of the intellectual content. Similarly, students could continue to buy and sell used copies of the book, but in light of the reduced price they would have less incentive to do so.

There are numerous advantages to this license-based approach. First, both publishers and authors would have a steady stream of income as long as the textbook is being used. Therefore they would have little motivation to revise the textbook continually merely to capture first-year sales. Hence, the "useful life" of a text would be extended and, insofar as many of the costs of editing and producing a revised edition of a textbook are similar to those of producing a totally new textbook, overall costs should be reduced substantially.

Consider, for example, a textbook that retails for \$100. The publisher's price to the bookstores under the current regime would be approximately \$80. Assume that manufacturing and distribution costs were \$39. The \$41 difference between the two amounts cover marketing and administrative costs, author's royalties, and publisher's profit.

Under the proposed system, the publisher might sell the text to the bookstore for only \$47 -- a markup of approximately 20 percent over the manufacturing and distribution costs. In addition, however, it would receive a license fee of \$9 per student-user -- an amount established to ensure that the publisher is no worse off than under the current system.

Rather than issuing a new edition of the text every four years, the publisher might go on an eight-year cycle. Students might continue to buy used books rather than new, but the books could remain on the market for eight years, rather than four. Even taking into account the license fees (which one can safely assume would be passed on to the students in one form or another), the collective savings for students who used the book could be considerable, as large as 33 percent.

The savings would accrue for three main reasons. First, the costs of producing one entire edition would have been eliminated. Second, the text could be recycled through the used-book market several more times, thereby reducing the number of new books that would be printed, along with their attendant costs. Third, because the prices of the books, both new and used, would have been reduced, so too would the bookstore margin. Actual savings, of course, would be affected by a variety of factors, such as the cost structure for the publisher over all as well as for specific titles, the number of units sold, the percentage of students who bought new instead of used books, the number of times a used book could be bought and sold, and so on.

Further, owing to the lower new-book prices, many students might opt for new rather than used books. Hence, the publisher could expect to sell more new books than currently. Other factors being equal, the greater a publisher's gross profit from the sale of new books, the less it could charge as a license fee while still maintaining current profits.

A second advantage of the license-based approach would be that, because universities would be paying the fees to the publisher, even if they passed them on to their students, they would have both the incentive and the buying

power to drive a hard bargain on licensing. That too should hold costs down. Their incentive would be the pressure to hold down the overall costs incurred by their students. Their buying power would come from acquiring rights for a large number of users -- they could threaten to use the texts of competitors if the price was not right.

A third advantage of the license-based scheme would be that it would result in greater equity. As it is now, the first users of a textbook pay a net 50 percent of the retail price, provided they resell their copies at the end of the semester. Subsequent users pay a net 25 percent of retail, again provided they resell their copies, until we get to the last users, the ones stuck with the books, who pay the most -- a net 75 percent of the new-book price. Under the license arrangement, all users will pay the same fee for the intellectual property; the only differences will be on the price of the physical book.

Finally, the new system might breathe new life into the distribution of texts in electronic formats. Electronic books (whether on a disk or downloaded from the Web), coupled with the license feature, provide the greatest opportunity to reduce textbook prices. They eliminate most of the manufacturing and distribution costs.

Inasmuch as publishers would be receiving per-capita license fees based on numbers of students registered for a course, they should be willing to give students a choice of purchasing an electronic or hard-copy edition of a text. Losses in profits from the sale of an electronic rather than a hard-copy version could be compensated for, in large part, by the license revenue. Furthermore, the publishers would not have to be especially concerned with students who illegally share electronic versions since the publishers' main source of revenue would be from the licensing of the intellectual content, not the sale of the physical product.

Electronic books require students to read and study their texts on a computer screen. Trade e-books have been around since the start of the dot-com boom and have crashed with no less of a thud. Ever since the first e-books were introduced, seers have forecast the demise of hard-copy textbooks. That has not happened yet, and there is little evidence that it will in the near future. But new technologies and sales structures could yet stir up that sector.

Worth Publishers and Aplia are jointly venturing into that territory with an economics text by the Princeton economists Paul Krugman and Robin Wells, in both conventional and Web-access format. The online version will be about half the price of a typical hard-copy book. It will be integrated with all sorts of supplements, such as problem sets, news items, and real-time simulations. Students who want to stick with the old-fashioned hard-copy textbook will be able to purchase a version that comes bundled with a subscription to the online supplements.

It will be interesting to see how the Krugman-Wells book does in its various formats. To the extent that students accept electronic books, such ventures

have the potential to significantly reduce textbook prices. If, however, like trade-book users, students insist on versions that can be read at the beach or by the pool, then these initiatives won't lower costs. Also, without the guaranteed revenue from license fees, publishers would have to be concerned with illicit file or password sharing. Publishers would be clever enough to build in security features to discourage pirating. But in a computer-technology contest between publishing companies and 18- to 22-year-old technowhizzes, there is little doubt who would come out on top.

With any textbook-sale restructuring, universities would bear some additional administrative burdens and costs. For the most part, however, these should be no heavier than those involving site licensing of computer software.

Both the music and software industries have long recognized the distinction between intellectual content and the physical means of distributing it. And in the last couple of years, a number of campuses have signed agreements with Napster and Cflix that allow students to access or download music and movies for free or at a modest cost. It's time for universities and publishers to give equal attention to textbooks, which could become considerably less expensive and more convenient. Legislation won't achieve that, but imagination might.

*Michael H. Granof is a professor of accounting at the University of Texas at Austin's McCombs School of Business, and chairman of the board of the University Cooperative Society, the university's bookstore.*

<http://chronicle.com>

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## Bookstore Blues

Fred Miller  
Kaimin Reporter

On the first day of classes, Angie Nygaard, a senior in pharmacy, joined scores of students in a mad rush to buy textbooks at The Bookstore at the University of Montana. Nygaard stood laden with a heavy basket of high-priced books, midway through the long line to the check-out counter, surrounded by many other students who were doubtlessly wanting alternatives. Nygaard said she thinks there are, but she isn't eager to look into it. "I think it is really expensive here, and it probably would be cheaper to do it online," she said. "And, yes, there are long lines here, but I just feel like with work and school starting, I just don't really have the time to check it out online." Some book buyers think bargains are available on the Internet, but there are disadvantages to online buying as well, and The Bookstore more than holds its own, said Bryan Thornton, the manager of The Bookstore. Many students don't bother to do price comparisons. Many find long lines preferable to the costs of shipping and the hassle of waiting for books they might need quickly. "There's a big value to the convenience of having (books) all in one spot," Thornton said. And a price comparison of certain books among The Bookstore and major online companies shows The Bookstore is cheaper in most cases. A new copy of the "Quill Reader" sold to students in ENEX 101, a course required for most UM students sells for \$46.95 at The Bookstore. Barnes and Noble has it for the same price, varsitybooks.com has it for \$51.99, and ecampus.com has it cheaper, at \$46.55. But none of those prices include postage costs. Thornton said The Bookstore is better able to keep book prices down than some other college bookstores because it is a nonprofit store with students and faculty as the shareholders. The store keeps its margins, the percentage of difference between the price paid for a books and their sale price, down to about 30 percent, compared with the national average of about 55 percent in 2001 and 2002. A few years ago, at the peak of the dot-com start-up era, The Bookstore had more competition from online retailers, Thornton said. In response, he and other store administrators began looking for ways to keep prices down. They have been fairly successful, he said, despite publishers' efforts to keep them up. Publishers often release new editions of texts to sell more books, he said. "It's a vicious cycle because in order to pay for the production of that book they sell it for a higher price," he said. "We are cheaper than the average, but that's a hard thing to convince people of because college textbooks are expensive. You can't pick up a \$100 book and say "Gee, isn't this a deal?" When the dot-com industry crashed a few years ago, lower-priced retailers went with it, said Jakki Mohr, a professor of marketing with the School of Business Administration. Many dot-com businesses were skilled marketers, she said, but they skimmed on service, and they lost repeat customers as a result. The companies that remained thriving, like Barnes and Noble, charged higher prices, but they carefully invested in the overhead required to package

and ship their products, she said. It is still possible to find cheap books online. A copy of the "Quill Reader" can be found at half.com, a non-bidding affiliate of e-Bay that allows sellers to be in direct contact with buyers, for less than \$10. Although half.com has a protection policy that allows buyers to dispute sales if they receive merchandise in bad condition, Mohr said buyers still have no absolute guarantee of quality. "Trust is the biggest issue," she said. Some administrators at The Bookstore and professors have found a way to cut down on prices: bypassing publishing companies. Professor Harry Fritz, chair of the history department, said he doesn't limit his students to purchasing expensive, brand-new editions of books. He has The Bookstore buy as many out-of-print copies of old history books as it can, and allows students to do the same. "This all proceeds on the assumption that there's not that much of a difference," he said. "They all cover the same basic material, the same basic chronology." However, many professors do require very specific texts, Fritz said, and it's always a good idea to check before purchasing an old one. The Bookstore has taken a page from companies like half.com, and opened a site where students needing used books can buy directly from other students. The site's advantage, Thornton said, is that students can meet the seller in person and see the book before buying it. Since the site is UM-specific, it also increases the likelihood that a particular book will be for sale. And, Thornton said, since The Bookstore is nonprofit, "it really doesn't matter to us where you get the book as long as it's the right book."



## **'Bundled' books contribute to rising Bookstore prices**

Brett Mihelish  
Montana Kaimin

Forking over hard-earned cash for expensive textbooks is becoming a problem for some University of Montana students.

Victoria Hull, a freshman, has definitely noticed the high prices during her first year at UM, she said. Hull purchased more costly books this semester than the previous, shelling out \$160 more.

According to a report called "Ripoff 101," written by the State Public Interest Research Groups, textbook publishers have increased book prices by 62 percent since 1994.

One reason for this increase is publishers who "bundle" books — or package them as a set — which irritates college bookstores, said Bryan Thornton, manager of the Bookstore.

Books are being packaged with compact discs and other related course materials, which tacks on a 10 percent increase, according to the report. The book for Chemistry 161, for example, is bundled along with a molecular model set for organic stereochemistry and another book titled "General Chemistry: An active learning approach." The three-item bundle costs \$100.85 new and \$75.65 used. However, there are no used books to purchase for the class and the books cannot be returned once the seal has been broken. And there are four more books that students can purchase for the class, bringing the total up to \$207.50. Bundles such as these make it harder for bookstores to resell the books as used.

"Students are in a strange spot," Thornton said.

With the high cost of tuition and other University fees, most students don't plan ahead for the price of books, Thornton said.

"It's like adding insult to injury — the total cost gets to be unpleasant," Thornton said.

Hull said a fellow classmate had to explain to her professor that her assignment would be late because she could not afford the book the first week of class.

For students struggling to pay for pricey textbooks, Thornton recommended visiting the Bookstore's online text exchange Web site. There, Thornton said, students can find a used book at a cheap price. However, the downside is the student does not know the condition of the book and the book can't be sold back, he said. Thornton also said the Bookstore does put some books on the library shelves, but not enough for an entire class.

Some college bookstores participate in rental programs for students who cannot afford a new book. A student pays a fee for the use of a book for a semester and returns it in good condition at the end of the term.

But in order to do this, the faculty member has to commit to using the book for a few years, because the average new textbook edition is released every three years, Thornton said. UM does not offer the service.

"This was more common years ago, when universities weren't as large and books didn't cost as much," he said.

Hull said a girl in her sorority bought a book on Amazon.com for \$20 less

than the Bookstore's price.

That large of a difference can add up when buying a lot of books, she said. On the Bookstore's Web site, students can find a link to Amazon.com. Students can compare prices and even purchase books online from either Amazon.com or the Bookstore.

Shopping online can be hit or miss. Some books are cheaper on Amazon.com and others are cheaper at the Bookstore. "Essential Biology with Physiology" is priced at \$90 new and \$67.50 used at the Bookstore. On Amazon.com it is \$96 new and \$67.95 used.

Some prices don't favor the Bookstore, but Thornton recommends only purchasing a book for up to 75 percent of the new price online.

Shipping books can take three to four days from Amazon.com and students have to pay to return the book. When students buy a book at UM, they can stop by the Bookstore to return it, Thornton said.

"There is no villain, just a weird cycle that has been set up," Thornton said. College bookstores' prices for individual books rarely differ, Thornton said. It is the middleman — suppliers such as Barnes & Noble, Follett Educational Services and the Nebraska Book Co. — that cause used book prices to fluctuate.

"We are trying to find a way to facilitate the exchange of books from bookstore to bookstore, cutting out the middleman," Thornton said. Thornton explained the system as follows, based on a \$100 book:

When a \$100 book is being used for the next semester, UM's bookstore will buy back the book from the student for \$65. It will then resell the used book the following semester to a student for \$75.

If the professor doesn't plan to use the book the next term, the sellback price at the end of the semester is \$10. The Bookstore sells the used book to a wholesale store for \$10. In return, the wholesale store sells the book to another university bookstore for \$50. That store sells the book for \$75 to a student.

Thornton said the number of books sold has not decreased with increased prices.

According to "Ripoff 101," students on average will shell out \$900 each year buying books. That is nearly 40 percent of the amount an in-state student pays for tuition and fees each semester at the University, according to information from the Financial Aid Office Web site.

**UM students find themselves lighter in the wallet after buying books**  
By *BETSY COHEN* of the *Missoulian*



**University of Montana student** Richard Rowe looks for his assigned textbooks Monday afternoon at the UM Bookstore during the first day of spring semester. Photo by KURT WILSON/Missoulian

Anita Maddux dutifully purchased all the required textbooks for her spring semester classes at the University of Montana on Monday, but the undergraduate couldn't help wonder if every book was necessary.

As her book pile was tallied at the Bookstore on campus, and Maddux forked over \$329.89 for the assemblage of her newly acquired stack of work, she scrutinized the titles.

Her brow furrowed when her gaze caught the \$53 textbook "Human Geography in Action."

"I think this is going to be one of those expensive books that's kind of useless," said Maddux. "Hopefully, I'll be wrong."

Like Maddux, most students were on the prowl for used textbooks, which were easy to spot with their yellow sticker on the binder, but difficult to find among the seemingly endless shelves of required reading.

"It seems like a lot of the books I need aren't available in used editions," said Karissa Drye, an elementary education major. Because of the scarcity, she expected to pay between \$400 and \$500 for new textbooks.

"It's frustrating because books seem to be getting more and more expensive," she said, "and professors always seem to want students to buy the newest editions."

Drye's assessment was partially correct, said Bryan Thornton, Bookstore manager.

Because the cost of new textbooks has increased by 7 percent in the past few years, the competition for used books is fierce among campus bookstores, Thornton said.

Compounding the problem is the fact that UM faculty demand their students have the best, most respected textbooks on the market.

"It's a huge challenge to get used editions of those books because every bookstore in the country is trying to get those books, too," Thornton said.

The conundrum, he said, has both positive and negative repercussions.

The demand for used textbooks has caused a niche boom in the book-selling industry, and there are now many more wholesalers for bookstores to work with. However, the demand has caused the price of used

books to climb. To compete, publishing houses have increased prices for new textbooks, and are selling more books by producing newly updated editions.

"New textbook editions are on the market frequently," Thornton said. "Some of the old standby textbooks used to go four to five years without new editions, now new editions come out every other year - or more frequently - and some books now come with packages that include workbooks and CDs, which wholesalers and buyers can't get on the used market."

The demands of the used and new textbook markets has caused such a strain among booksellers, the issue will be the hot topic at a nationwide booksellers conference in February.

Thornton plans to be in the middle of that discussion.

"We're trying to work with the publishers and the used-book distributors to stabilize costs," Thornton said.

In the meantime, UM's Bookstore will continue to help offset some of the students' sticker shock by offering one of the best buy-back programs in the country.

Unlike most American campus bookstores, which pay 50 percent of the retail price of textbooks and resell the items at 75 percent of the cost, UM gives students more money by buying used books at 65 percent of the retail cost and reselling them at 75 percent of cost.

No matter the expense, the price is worth the opportunity for an education that could lead to a satisfying career with a livable salary, said UM students Vu Ma and Carrie Martin.

The two pooled their meager resources and student loan money Monday to buy the bulk of their textbooks, and although they groaned when the bill came to \$303.10, they didn't have buyers' remorse.

"We are very poor," Ma said. "We are buying books with money we don't have, but we want to be educated."

"We'll be massively in debt when we are through," Martin said. "But hopefully we'll get decent jobs after we graduate."

"We'll see," she said. "Hopefully."

Reporter Betsy Cohen can be reached at 523-5253 or at [bcohen@missoulian.com](mailto:bcohen@missoulian.com)

## *Short Subjects*

<http://chronicle.com/weekly/v51/i19/19a00803.htm>

From the issue dated January 14, 2005

### **Passing the Bucks**

As if their football team's 12-0 record were not reason enough for students at the University of Utah to celebrate, here's one more: The campus bookstore will give a 5-percent discount on new and used textbooks this semester, and the credit goes to the university's football team.

The Utes' gridiron success has caused a surge in the bookstore's sales of T-shirts, sweatshirts, and other merchandise bearing the university's logo. Profits are more than double the previous record, set in 1998, when Utah's men's basketball team made it to the NCAA Final Four, says Earl L. Clegg, director of the bookstore.

The textbook discount will cost about \$200,000, but Mr. Clegg says the store is simply sharing its good fortune with its customers. With a semester's load of textbooks averaging \$400, he says, Utah students -- the discount is not available to outsiders -- will save about \$20 apiece.

Of the undefeated season, Mr. Clegg says: "Something this big in a small metropolitan area touches everybody. If you walk through the streets of this valley now, the amount of people wearing University of Utah apparel is amazing."

Send ideas to [shortsubjects@chronicle.com](mailto:shortsubjects@chronicle.com)

<http://chronicle.com>

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## **Rip-off 101: Second Edition** **How the Publishing Industry's Practices Needlessly Drive Up Textbook Costs**

The State PIRGs

February 2005

[Executive Summary](#) | [News Release](#)



[Download the full report.](#)



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### **Executive Summary**

In January 2004, the State Public Interest Research Groups (PIRGs) released Ripoff 101, a report documenting the high price of college textbooks. Ripoff 101 surveyed popular textbooks at 10 public colleges and universities on the West Coast and detailed the gimmicks publishers use to artificially inflate the cost of textbooks. The report sparked extensive media coverage, a call to action from hundreds of faculty members around the country, a congressional investigation, and government action in a number of states, including California, Connecticut and Illinois.

In order to both confirm our initial findings and to follow up on a number of anecdotal reports of additional problems with textbook pricing, the State PIRGs conducted an expanded survey of the most widely purchased textbooks at 59 colleges and universities across the country. The 2005 survey also looked at a number of industry practices not featured in the 2004 report.

Overall, the expanded survey uncovered more evidence that textbook prices are a significant part of college costs, that textbook prices are rising at a fast pace, and that publishers use a variety of tactics to inflate the cost of textbooks. In addition, we found that textbook publishers increase textbook prices faster than the rate of inflation between editions and charge American students more for the same books than students in other countries.

As higher education costs continue to skyrocket for American students and families, the price of college textbooks represents a serious part of the affordability equation. The average student will spend nearly \$900 each year purchasing textbooks, nearly half of the tuition and fees of two-year public colleges and a fifth of the amount that in-state students would pay for tuition and fees at four-year public colleges this year.

Key findings from this survey include:

Textbook prices are increasing at a fast rate.

- Textbook prices are increasing at more than four times the inflation rate for all finished goods, according to the Bureau of Labor Statistics Producer Price Index. The wholesale prices charged by textbook publishers have jumped 62 percent since 1994, while prices charged for all finished goods increased only 14 percent. Similarly, the prices charged by publishers for general books increased just 19 percent during the same time period.

New textbook editions are costly and limit the availability of used textbooks.

- The most widely purchased textbooks on college campuses have new editions published every three years, on average.

- New editions of the textbooks surveyed cost, on average, 45 percent more than used copies of the previous edition.
- When issuing new editions, most publishers raise the prices of their books. Of the textbooks surveyed, new textbook prices jumped 12 percent on average between the previous and current edition, almost twice the rate of inflation between 2000 and 2003 (6.8 percent).
- Three-fourths (76 percent) of the faculty surveyed in our 2004 report said that they found new editions justified only “half the time” or less.

Bundling drives up textbook costs.

- Half (50 percent) of the textbooks in the survey were sold “bundled,” or shrinkwrapped with additional instructional materials such as CD-ROMs and workbooks.
- When a bundled book is available for purchase unbundled (without the add-on materials), the bundled book is, on average, 10 percent more expensive than its unbundled counterpart. Some bundled textbooks are substantially more expensive. For example, a Thomson Learning chemistry textbook was 47 percent more expensive bundled (\$223.75) than when sold as a separate textbook (\$152.00).
- More than half of the bundled textbooks surveyed (55 percent) were not available for students to purchase a la carte, in which the textbook is available without the add-on materials.
- Two-thirds (65 percent) of the faculty surveyed in our 2004 report said that they used bundled items “rarely” or “never”.

Textbook publishers charge American students more than students overseas for the same textbooks.

- The average textbook surveyed costs 20 percent more in the United States than it does in the United Kingdom.
- Some textbooks were dramatically more expensive in the United States than in the United Kingdom. For example, Pearson’s Calculus textbook, selling for about \$100 in the U.S., costs only \$38 on the U.K. Amazon.com website, just one third the price. Freeman’s Chemical Principles textbook, priced at \$185 in the U.S., is available in the U.K. for only \$88—half the price.
- Some publishers display overseas prices on their websites. For example, Thomson Learning’s website lists the prices charged to students in the U.S., U.K., Europe, Africa, and the Middle East. According to this website, for the books included in our survey, Thomson Learning charges U.S. students 72 percent more, on average, than it does students in the U.K., Africa and Middle East. Some books are priced even higher. For example, Thomson Learning charges U.S. students \$108 for its Biology textbook, but charges students in the U.K., Africa, and Middle East only \$51 for the same book.

This report is a renewed call to the publishing industry to reform its practices. Publishers should:

- Produce and price textbooks to be as inexpensive as possible without sacrificing educational value;
- Produce new textbook editions only when educationally necessary;

- Offer faculty and students the option to purchase textbooks unbundled; and
- Provide faculty with more information on the company's textbook materials, prices, intended length of time on the market and substantive content differences from previous editions.

In the past year, students, faculty and a number of state legislatures have asked the publishing industry to adopt these recommendations formally into their business practices. To date, the publishing industry has refused to do so.

In addition, we recommend that faculty use their decision-making power to demand substance over bells and whistles and consider cost and the viability and accessibility of previous editions secondary only to educational value when selecting books for their courses. Finally, students and universities should help make used books available by sponsoring on-campus and online bookswaps, campus rental programs and other means.



# **RIPOFF 101**

## **2nd Edition**

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**How The Publishing  
Industry's Practices  
Needlessly Drive Up  
Textbook Costs**

**State Public Interest  
Research Groups**



# **RIPOFF 101: 2<sup>nd</sup> Edition**

**How the Publishing Industry's Practices  
Needlessly Drive Up Textbook Costs**

**A National Survey of Textbook Prices**

**February 2005**



**The State PIRGs'  
HIGHER EDUCATION PROJECT**

## **ACKNOWLEDGEMENTS**

Written by Kate Rube, Higher Education Advocate with the State Public Interest Research Groups (PIRGs), with contributions from Merriah Fairchild, Higher Education Advocate with the CALPIRG Education Fund.

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Additional copies of the report can be obtained by visiting [www.pirg.org/highered](http://www.pirg.org/highered).

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accessibility of previous editions secondary only to educational value when selecting books for their courses. Finally, students and universities should help make used books available by sponsoring on-campus and online bookswaps, campus rental programs and other means.

# INTRODUCTION

The benefits of affordable higher education are numerous, both to individuals and our society as a whole. College graduates will earn 73 percent more income annually than typical high school graduates, generating higher tax revenues on a local, state, and national level. Individuals who pursue higher education are also more likely to have higher levels of civic engagement, including voting and volunteer work.<sup>1</sup>

Despite its value to society, higher education is becoming increasingly unaffordable for American students and families. State budget cuts to higher education over the last three years resulted in some of the sharpest tuition increases in decades at public colleges and universities. According to the College Board, tuition and fees in 2004-05 are 10.5 percent higher than last year for public four-year institutions. The average four-year public college tuition increased by 14 percent the previous year.<sup>2</sup>

Student grant aid is failing to keep up with mounting costs. Congress recently froze funding for the maximum Pell Grant, which helps the lowest income students in the country, for the third year in a row. Last year's (2003-04) maximum Pell Grant award was worth nearly \$800 less, when adjusted for inflation, than the maximum Pell award in 1975-76.

The increasing gap between college costs and available grant aid is leaving many students with no other option than to borrow their way through college. According to a 2002 Nellie Mae study, the average student now leaves college with \$18,900 in student loan debt, up 66 percent since 1997.<sup>3</sup> Thirty-nine (39) percent of student borrowers now graduate with

unmanageable levels of debt, meaning that their monthly payments are more than eight percent of their monthly incomes.<sup>4</sup>

In addition to borrowing, many students must work long hours to finance their education. According to a survey conducted by the State PIRGs, nearly half of all full-time working students are employed enough hours to hurt their academic achievement and the overall quality of their education. At the same time, the majority of these students (63 percent) reported that they would not be able to attend college if they did not work.<sup>5</sup>

## **Textbook Prices are Part of the Problem in the Growing Lack of Affordable Education**

Problems in college affordability are not limited to tuition and fee rates. The average student will spend nearly \$900 each year on textbooks, equivalent to 17.5 percent of tuition and fees at four-year public colleges and 43 percent of these costs at two-year public institutions. Over a four-year college career, textbooks will add \$3,600 or more to the average student's college expenses.<sup>6</sup>

Textbooks prices are expensive enough that 43 percent of students surveyed by eBay in July 2004 said that they have chosen not to purchase required textbooks for at least one course in an effort to save money. Nearly 50 percent of these students purchase their textbooks without assistance from their parents or student loans.<sup>7</sup>

Some publishers have argued that the cost of textbooks is only a fraction of the cost of



college tuition, using tuition at private schools as a basis. Many students at these schools, however, receive financial aid to lower their tuition payments, making an extra \$900 a year a significant amount.

### **Textbook Prices Receive Attention of Several States, Congress Over Past Year**

In January 2004, the State Public Interest Research Groups (PIRGs) released *Ripoff 101*, which surveyed textbook prices at 10 public colleges and universities. This report showed that publishers use tactics—including publishing new editions frequently without making significant content changes—that drive up the cost of textbooks for students. The report issued a set of recommendations to publishers and universities to ensure that textbooks are priced and sold fairly and to create a vibrant used book market.<sup>8</sup>

Following the report's release, Congress announced an investigation into textbook prices, and decision-makers in California, Connecticut and Illinois took action to address the problem.

California recently passed legislation that provides recommended guidelines for publishers and others to follow to reduce textbook prices. The legislation, which was sponsored by Assemblymember Carol Liu and signed into law by the Governor in September 2004, closely mirrors the recommendations in PIRG's 2004 report. These recommendations include calling for publishers to "unbundle" textbooks from expensive CD-ROMs and other add-ons and to fully disclose textbook prices to faculty members so that faculty can take price into consideration when choosing a textbook.<sup>9</sup>

The Connecticut legislature directed the commissioner of higher education to convene a task force of public and private institutions to develop ways to achieve the recommendations of *Ripoff 101* and reduce the cost burden on students. The Office of the Governor of Illinois has begun working with university administrators to pursue solutions to high textbook costs. In Georgia, the Board of Regents helped to set up a six-campus task force of campus bookstore administrators to examine how to keep textbook costs down.

At the federal level, Congress held a hearing on college textbook prices in July 2004. As a result, Congress agreed to call for the Government Accountability Office (GAO) to conduct an investigation into the high price of college textbooks.<sup>10</sup>

### **Some Faculty Have Begun Examining Textbook Prices and Purchasing Policies**

On campus, professors and other faculty have been active in addressing textbook prices and publisher practices as well. In April 2004, more than 500 mathematics professors from 150 universities issued a call to action to publisher Thomson Learning about the company's widely used calculus textbook, *Calculus: Early Transcendentals*. Faculty expressed concern that the publisher released a new edition of the textbook after only three years with primarily cosmetic content changes, and that American students paid almost twice as much for the same book as students overseas. The faculty asked the company to commit to producing a new edition of the book only if new educational content in the field of introductory calculus emerges; the faculty also requested that the company charge American students the same price for the book as students overseas. Thomson

Learning replied by denying that a problem existed, prompting a vigorous exchange between the company and faculty members and efforts by faculty to negotiate lower prices with the company.<sup>11</sup>

Finally, professors and other faculty are beginning to organize in a cross-departmental manner to address textbook prices. For example, the University of California at Santa Barbara Academic Senate recently adopted a resolution calling on the textbook industry to adopt the recommendations of *Ripoff 101*.

### **Despite Some Steps, Publishers Still Fail to Offer Better Textbook Options**

Over the past year, some textbook publishers have taken initial steps to make lower cost textbooks available for students.

Several weeks after the January 2004 release of *Ripoff 101*, Thomson Learning launched a new line of reduced-cost textbooks and cut the price of one of its math textbooks. Pearson Education, another major publisher, launched a series of online textbooks that are priced at half the cost of printed editions.

In addition, Thomson Learning quietly negotiated a deal this past year with the

University of California at Los Angeles (UCLA) Mathematics Department and the UCLA bookstore, lowering the cost of three calculus books by 20 percent for the 2004-2005 school year. Thomson Learning will now sell *Calculus: Early Transcendentals* to UCLA for \$80.00 instead of \$101.00.

While encouraging, these steps are not enough to make a dent in most students' textbook bills. Moreover, correspondence between publishers, faculty members and students has been disappointing, with most publishers refusing to acknowledge the problem and no publisher agreeing to adopt any of the recommendations made by the 2004 report.<sup>12</sup> The Association of American Publishers, replying to a request that it issue a "best practices" code for its members, best summarized the industry response:

*"... most of them [member companies] are doing everything on the list. They just haven't formalized it."*<sup>13</sup>

The high price of textbooks would be reason for concern under any circumstances. However, coupled with a political context in which state and federal aid for higher education has been failing to keep pace with rising college costs, high textbooks prices are prohibitive to many already struggling to pay for college.

## SURVEY FINDINGS

In the fall of 2004, students and staff at State PIRG campus chapters across the country conducted a survey of the most popular textbooks at 59 colleges and universities in the U.S. At each school, they determined the five most widely purchased textbooks on that campus and the price students paid for each. Approximately 50 student volunteers and staff surveyed information about nearly 300 textbooks. This survey's results both uncover more evidence of the problems detailed in last year's survey and identify additional problems not covered in last year's report.

This year's survey resulted in the following findings:

### ❶ **Textbook Prices are Increasing at a Fast Rate**

Textbook prices are increasing at more than four times the inflation rate for all finished goods, according to the Bureau of Labor Statistics Producer Price Index.\* The wholesale prices charged by textbook publishers have jumped 62 percent since 1994, while prices charged for all finished goods increased only 14 percent. Similarly, the prices charged by publishers for general books increased just 19 percent during the same time period.<sup>14</sup>

Textbook costs can amount to a significant part of paying for college. According to the State PIRGs' 2004 survey of University of California (UC) students, students will spend an average of \$898 on textbooks in

three quarters or two semesters. If students attend summer school, they are likely to spend more than \$1,000 a year.

### ❷ **New Textbook Editions are Costly and Limit the Availability of Used Textbooks**

#### **New Textbook Editions Are Published Routinely**

The average time difference between the two consecutive editions of the textbooks surveyed was three years on average, consistent with our findings last year (3.8 years).

#### **New Editions Replace Used Editions; Many Students Are Forced to Buy More Expensive Recent Editions**

Buying used textbooks can save students significant amounts of money. Of the textbooks surveyed, the new editions cost 45 percent more than the used copy of the previous edition. Moreover, when a new textbook edition is published, it is, on average, 12 percent more expensive than the previous textbook edition, almost twice the rate of inflation between 2000 and 2003 (6.8 percent).<sup>15</sup> For example, Houghton Mifflin's *Macroeconomics* textbook increased in price by 21 percent between the fifth and sixth editions, issued three years apart.

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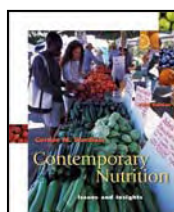
\* The Producer Price Index is a family of indexes that measures the average change over time in the selling prices received by domestic producers of goods and services. PPIs measure price change from the perspective of the seller.

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## The Higher Cost of New Editions



**Textbook:** *Macroeconomics*, 6<sup>th</sup> Edition, 2005  
**Publisher:** Houghton Mifflin  
**Cost:** \$97.25  
**Cost of 5<sup>th</sup> Edition (2002):** \$80.25  
**Increase in price:** 21.2%  
**Inflation rate (2002-2004):** 5%



**Textbook:** *Contemporary Nutrition*, 5<sup>th</sup> Edition (2003)  
**Publisher:** McGraw Hill  
**Cost:** \$77.75  
**Cost of 4<sup>th</sup> Edition (2000):** \$65  
**Increase in price:** 19.6%  
**Inflation rate (2000-2003):** 6.8%

\* Prices provided by bookstores surveyed. Inflation calculated using data from the Bureau of Labor Statistics.

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The frequency with which publishers put new textbook editions on the market creates a shortage in the availability of used textbooks. Once a new edition of a textbook is on the market, typically a college bookstore will no longer buy back the older edition. The result is a double-whammy for students. They lose out on earning money selling back their books at the end of the semester, and future students are forced to purchase the new edition at full price.

In last year's survey, 59 percent of the students surveyed were unable to find even one used textbook for their classes.

Publishers have long argued that new editions are necessary to meet faculty demand for updated information. However, more than three quarters (76 percent) of faculty surveyed in *Ripoff 101* said that new editions are justified only half of the time or less that they are published.

## Ⓢ Bundling Drives Up Textbook Costs

Half (50 percent) of the textbooks surveyed were sold bundled, packaged with non-required materials such as dictionaries, CD-ROMs and study-guides.

### Bundled Textbooks Sold "a La Carte" Are Cheaper, but Too Few Bundled Textbooks are Available Unbundled

Among bundled books that were also available for purchase *without* the add-on materials, the average bundled book was 10 percent more expensive than the "a la carte" textbook.

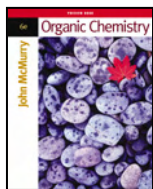
Too few students have the option of buying textbooks without add-ons that drive up the price. Of the bundled textbooks surveyed, 55 percent were *not* available without the extra materials included at the publishers' discretion.

In last year's survey, 65 percent of professors said that they "never" or "rarely" include the use of the bundled materials in their courses, compared with only 24 percent who estimated they do "always" or "usually", and 11 percent use the material "half of the time."

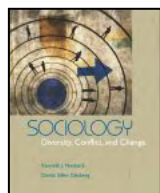
Some textbooks were significantly more expensive bundled than sold as a textbook alone. At one of the schools surveyed, a chemistry textbook published by Thomson Learning was \$72 more expensive as a bundled package, which is comprised of a study guide and a web access card. Unbundled, the chemistry textbook cost \$152.00, as compared with its bundled price tag of \$223.75, a 47 percent increase in price.

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## The High Cost of Bundling



**Textbook:** *Organic Chemistry*, 6<sup>th</sup> Edition (2004)  
**Publisher:** Thomson Learning  
**Cost Bundled:** \$223.75  
**Cost Unbundled:** \$152  
**Increase in price:** 47.2%



**Textbook:** *Sociology: Diversity, Conflict, and Change* (2005)  
**Publisher:** McGraw Hill  
**Cost Bundled:** \$89.30  
**Cost Unbundled:** \$71.35  
**Increase in price:** 25.2%

\* Prices provided by bookstores surveyed.

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## ④ Textbook Publishers Charge American Students More than Students Overseas for the Same Textbooks

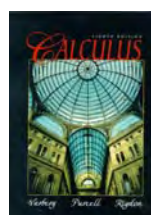
The average textbook costs 20 percent more in the United States than it does in the United Kingdom.<sup>16</sup> Some textbooks are substantially more expensive in the U.S. than overseas. For example, Pearson's *Calculus* textbook, selling for about \$100 in the U.S., costs only \$38 on the U.K. Amazon.com website, just one-third the price. Freeman's *Chemical Principles* textbook, priced at \$185 in the U.S., was available in the U.K. for only \$88—half the price.

Some publishers display overseas prices on their own websites. For example, Thomson Learning's website lists the prices charged to students in the U.S., U.K., Europe, Africa, and the Middle East. According to this website, for the books included in our

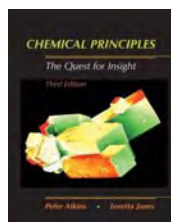
survey, Thomson Learning charges U.S. students 72 percent more than it does students in the U.K., Africa and Middle East. Some books are priced even higher. For example, Thomson Learning charges U.S. students \$108 for its *Biology* textbook, but charges students in the U.K., Africa, and Middle East only \$51 for the same book.

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## American Students Are Paying More



**Textbook:** *Calculus*, 8<sup>th</sup> Edition (2000)  
**Publisher:** Pearson  
**Cost in U.S.:** \$100  
**Cost in U.K. (U.S. \$):** \$38  
**Price Difference:** 163% more expensive in U.S.



**Textbook:** *Chemical Principles*, 3<sup>rd</sup> Edition (2004)  
**Publisher:** W.H. Freeman  
**Cost in U.S.:** \$185  
**Cost in U.K. (U.S. \$):** \$88  
**Price Difference:** 110% more expensive in U.S.



**Textbook:** *Biology: Unity and Diversity of Life*, 10<sup>th</sup> Edition (2004)  
**Publisher:** Thomson Learning  
**Price Charged to U.S. Students:** \$108.86  
**Price Charged to Overseas Students:** \$51  
**Price Difference:** 113% more expensive in U.S.

\* Pricing information for 'Biology: Unity and Diversity of Life' obtained from Thomson Learning's website, January 24, 2005. All other price information provided by the bookstores surveyed.

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## POLICY RECOMMENDATIONS

These survey findings again demonstrate that textbook prices are rising at an alarming rate, a trend largely attributable to textbook industry practices. As a result, the burden to reduce textbook prices falls primarily on the textbook industry.

### **Textbooks Should Be Priced and Sold at a Reasonable Cost to Students**

- *Publishers should work to keep the cost of producing their books as low as possible without sacrificing educational content.*

Some major textbook publishers have recently offered decreased prices to a number of schools. Thomson Learning quietly negotiated a deal with the University of California Los Angeles (UCLA) Mathematics Department and the UCLA bookstore that lowered the cost of three calculus books by 20 percent for the 2004-2005 school year.

Reducing textbook costs on a few college campuses represents a good start, but because high textbook costs create a problem for students on campuses across the nation, textbook publishers need to undertake more comprehensive solutions.

Some publishers have started low cost, “low-frills” lines, such as Pearson Education’s “Penguin” and Thomson Learning’s “Advantage” series. This particular trend has the potential to be positive so long as publishers actively promote these books and professors order them.

- *When publishers sell their textbooks bundled with other items, they also should sell the same textbook separately.*

Senator Charles Schumer (NY) has advised the Department of Education to encourage schools to sell materials separately and has similarly urged publishers to sell books unbundled, so students need not buy extraneous materials.<sup>17</sup>

- *Publishers should pass on cost-savings from online textbooks to students, while ensuring ongoing access to knowledge and privacy protection.*

Online books not only eliminate manufacturing, shipping and warehousing costs, but also eliminate publishers’ biggest potential loss, inventorying a print run too large to sell.

In addition to passing on these savings to students, publishers should ensure that students who permanently purchase or subscribe on a semester or annual basis to digital textbooks have adequate fair use rights, including the ability to access pages and other information multiple times and from multiple computers, the right to back up the information in the event of technical malfunctions, the right to print sections, and the ability to easily incorporate updates. Digital textbook user agreements and contracts should protect the privacy and/or anonymity of users and should not be subject to unfair terms.

- *Faculty should be made aware of how their textbook choices will financially affect students.*

Universities should require publishers to disclose all of the different products they sell—including both bundled and unbundled options—and list how much each of those products costs. This information should be made available to faculty, departments and the general public

when they are considering which textbooks to order.

In addition, publishers should be required to disclose how the newest edition is different from the previous edition. This information should be made available inside the books and posted where textbooks are sold.

### **Publishers, Faculty and Universities Should Build a Vibrant Used Textbook Market**

- *Each textbook edition should be kept on the market as long as possible without sacrificing the educational content.*

Publishers should give preference to paper or online supplements to current editions over producing entirely new editions. In addition, publishers should disclose the length of time they intend to produce the current edition so that professors know how long they can use the same book. For their

part, faculty should give preference to the cheapest textbook when the educational content is equal.

- *There should be many forums for students to purchase or rent used books.*

Colleges and universities should consider implementing rental programs similar to those at several universities in Wisconsin and Illinois. Students would rent books similar to the way they are shared in K-12, but the students would pay a fee that covers the cost of the books.

Similarly, colleges and universities should encourage students to consider using online bookswaps so that students can buy and sell used books and set their own prices. State PIRG chapters on many college campuses have set up a non-profit, student-run, online bookswap, [www.campusbookswap.com](http://www.campusbookswap.com).

## METHODOLOGY

Staff and student volunteers conducted a survey of the five most widely purchased textbooks at 59 colleges and university bookstores across the country (comprehensive list of school names below).

The textbook survey included the following:

- Title of the textbook
- Year of latest edition
- Name of publisher
- Price of latest edition purchased new
- Price of latest edition purchased used
- Buyback value of latest edition
- Faculty/Department name that ordered the textbook
- Is the textbook bundled with additional materials?
- What are the bundled materials?
- If bundled, is there an unbundled textbook version available?
- Is there a 'low frills' version of the textbooks available?
- Year of the previously published edition
- Price of previous edition purchased new
- Price of previous edition purchased used
- Is previous edition available?
- Price of latest edition on U.K. Amazon.com website

**Textbook prices were surveyed at the following colleges and universities:**

Arizona State University, Bristol Community College, Cal State Northridge, Cal State Sacramento, Cal Tech, Central Oregon Community College, Colorado State University, Eastern Michigan University, Fitchburg State, Georgetown University, Indiana University Bloomington, Iowa State, John Hopkins, Kent State University, Lane Community College, Massachusetts College of Liberal Arts, Meramec Community College, Miami University, Michigan State University, Middlesex Community College, North Essex Community College, North Shore Community College, Oberlin College, Penn State, Portland State University, Purdue University, Reed College, Rutgers University (New Brunswick), Salem State College, Southern Oregon University, St. Petersburg College--Follett Higher Education, Texas State - San Marcos, UC Berkeley, UC San Diego, UC Santa Cruz, UCLA, UMass Dartmouth, UMASS-Boston, University of California Davis, University of Cincinnati, University of Colorado, University of Connecticut, University of Illinois - Urbana, University of Iowa, University of Kentucky, University of Maryland, University of Minnesota Twin Cities, University of Oklahoma, University of Oregon, University Of Pennsylvania, University of Southern California, University of Washington, University Texas Austin, University Wisconsin Madison, Utah State, Vanderbilt, Washington State University, Westfield State College, and Worcester State College.



## **Detailed Account of How Each Finding Was Determined**

### **1. Editions**

Data on the previous edition to a textbook was available for 128 textbooks in the survey. The average length of time between the new edition and the previous edition for these books was three years.

The cost of the new version of the previous textbook edition was reported for 104 books. The average price of a previous new edition was \$92.59. The average price of the new edition for these 104 books was \$10.67 more, an 11.5 percent increase.

The cost of a used version of the previous textbook edition was reported for 80 books. The average price of the previous used edition was \$69.71. The average price of a new copy of the new edition for these 80 books was \$31.21 more, a 44.8 percent increase.

### **2. Bundling**

Of the textbooks surveyed, 138 were sold bundled with supplemental materials, while 139 were sold unbundled. One book did not contain any information about whether or not it was bundled.

For the bundled textbooks that also had the unbundled option available, 39 surveys provided pricing information for the unbundled option. The average cost of the unbundled version of these books was \$100.31, which was \$9.80 cheaper on average than the bundled versions of the same textbooks.

Of the 138 bundled textbooks surveyed, 77 (55 percent) were not available in unbundled form, as a separate textbook without the add-ons.

### **3. Overseas Pricing**

Of the surveyed textbooks, 147 were available new and in the same edition on Amazon's United Kingdom website ([www.amazon.co.uk](http://www.amazon.co.uk)). These prices are current as of January 17, 2005. The average price of these textbooks on the U.K. site was \$88.68 American dollars, \$17.50 less than the average price of these same books in the U.S. We based our comparisons on an exchange rate of \$1.8795 per British pound, current as of January 24, 2005.

We also looked at Thomson Learning's website, which details how much the company charges students in the U.S., U.K., Europe, Africa, and the Middle East. We did not use these numbers in the calculations explained in the previous paragraph, only as another reference for the difference between textbook costs in the U.S. and overseas. Of the books we surveyed in the bookstores, we found 37 listed on Thomson's website. According to Thomson's website, the average price for those Thomson books surveyed to a U.S. consumer is \$102. The average price of those same textbooks to a consumer in the U.K., Europe, Africa, or the Middle East is \$59.40. The U.S. price is 72 percent more expensive than the overseas price. We based our comparisons on an exchange rate of \$1.8795 per British pound, current as of January 24, 2005.

## END NOTES

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- <sup>3</sup> Nellie Mae, *College on Credit: How Borrowers Perceive their Education Debt; Results of the 2002 National Student Loan Survey*, February 2003. Available at [http://www.nelliemae.com/library/research\\_10.html](http://www.nelliemae.com/library/research_10.html).
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- <sup>9</sup> "Governor Signs One Textbook Bill, Vetoes Other." CALPIRG Press Release. September 16, 2004; Testimony of Ms. Merriah Fairchild, California Student Public Interest Research Group (CALPIRG) Higher Education Advocate. Before the U.S. House of Representatives Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness. Hearing on "Are College Textbooks Priced Fairly?" July 20, 2004.
- <sup>10</sup> Thomas Bartlett, "Witnesses at Congressional Hearing Accuse Textbook Publishers of Price Gouging." *The Chronicle of Higher Education*. July 21, 2004.
- <sup>11</sup> Publisher Correspondence Between Publishers and PIRG, Faculty. Available at <http://www.maketextbooksaffordable.com/textbooks.asp?id2=14222>.
- <sup>12</sup> Publisher Correspondence Between Publishers and PIRG, Faculty. Available at <http://www.maketextbooksaffordable.com/textbooks.asp?id2=14222>.
- <sup>13</sup> Correspondence between Merriah Fairchild and Pat Schroeder of the Association of American Publishers, January 11, 2005.
- <sup>14</sup> Inflation rate for textbooks calculated by comparing the PPI for "Textbooks" (including elementary, high school, and college books) in 1994 (228.0) with the PPI for "Textbooks" in 2003 (370.1). Inflation rate for regular books calculated by comparing the PPI for "General Books" in 1994 (157.0) with the PPI for "General Books" in 2003 (187.6). General inflation rate calculated by comparing the annual PPI in 1994 (125.5) with the annual PPI in 2003 (143.3) for "Finished Goods." All PPI data obtained from the Bureau of Labor Statistics, <http://www.bls.gov/ppi/home.htm#data>, on January 24, 2005.
- <sup>15</sup> Inflation rate calculated using the Consumer Price Index (CPI) for all urban consumers, obtained from the Bureau of Labor Statistics, January 24, 2005. The CPI in 2000 was 172.2; the CPI in 2003 was 184.0.
- <sup>16</sup> Based on an exchange rate of \$1.8795 per British pound, January 24, 2005.
- <sup>17</sup> Office of Senator Charles E. Schumer, press release, October 10, 2003. Available at [http://www.senate.gov/~schumer/SchumerWebsite/pressroom/press\\_releases/PR02101.html](http://www.senate.gov/~schumer/SchumerWebsite/pressroom/press_releases/PR02101.html).

## *Campus Services*

<http://chronicle.com/weekly/v51/i21/21b02301.htm>

From the issue dated January 28, 2005

### **How One College Store Has Stayed Independent**

By GEORGE H. MITCHELL

According to the National Association of College Stores, there are about 4,830 such outlets in North America, 4,630 of them in the United States, the rest in Canada. Of the 3,180 North American stores represented by the association in July, just over half, 51.6 percent, are run by their institutions, 29.5 percent are run by chains, and 18.9 percent are run by smaller, private companies. In the last dozen years, association figures show, the number of operations contracted out to chains in the \$10.8-billion college-store market almost doubled. You can almost hear the ominous theme from *Jaws* as a major player circles, ready to gobble up your store next.

If your store is barely treading water -- losing money and offering lousy service -- maybe contracting out is something you should look into. But I'm here to tell you that even today independents can not only survive, but thrive. To do so requires, however, a no-nonsense approach to management and an aggressive emphasis on innovation that sometimes run counter to campus stores' quirky origins and pixilated ways of doing business.

I speak from experience, having managed college stores for 37 years. They were not in good shape when I took the helm -- at the Universities of Maryland and Miami, and at Georgia Tech -- but I'm proud to say that they were in good shape when I left.

In May 1987 I was hired to provide similar critical care as president and CEO of the University Co-operative Society, the store serving the University of Texas at Austin. When I arrived, it was a disaster. I found almost a million dollars out of a \$4-million inventory missing, annual sales about a million dollars less than projected, and almost \$5-million in debt.

The first move was to eliminate superfluous staff members. My second week in Austin I cut 27 positions from a staff of about 135, most with the title of manager or supervisor, and the third week I cut 20 more. Previously, the management had allowed the workers' union representative, the Communications Workers of America, to call the shots. Employees played ball or drank beer on company time, haggled over relatively trivial stuff like whether too much lighting might affect their eyes, or protested because they weren't allowed to bring purses and shopping bags into the store. I set strict new rules, and they could accept them or leave. Angry, the union, for a little more than a year, filed grievance after grievance with an arbitrator, but we won every time. Within a year of my arrival, 35 employees had dropped out of the union; within two years the union represented only one employee. The absurdity is that the pay, hours, and benefits -- the important matters -- that the union had negotiated before I came were a fraction of what our employees get now without a union.

I didn't want to be known as the great managerial Satan, so I concentrated that first year on fostering a good working relationship with the remaining employees, and I have tried to maintain that relationship since. I am glad to report that some Co-op employees have spent their entire careers with us, and that we offer a top-notch benefits package. All full-time employees' medical and life insurance is paid 100 percent by the Co-op. For employees with more than one year of service we pay 100 percent of their family's medical insurance too. In addition, we try to provide the best medical plan with the least possible out-of-pocket expenses. No full-time employee earns less than \$10 an hour. Of the 168 central and south Texas companies our Aetna representative works with, he tells us, ours has among the five most generous packages.

Next came the task of instituting new financial and inventory controls and tightening the few we had. Like most large college stores in the 80s, the Co-op had wanted to become a department store, but didn't have

the know-how. It was doing big business -- but doing it badly, grossing around \$9-million annually when I came. Within five years I closed departments that were, combined, grossing more than \$5-million of that -- but all losing money. We closed cameras, men's and women's fashions, the convenience store, the framing and poster shop, cosmetics, and greeting cards.

We focused, instead, on the basics -- textbooks and other course materials, school supplies, and licensed merchandise. We shed our trade-book operation, contracting it out to Barnes & Noble in 1996 (an uncommon move, which I think we were the first in the country to make).

I decided that expanding our used-book business was the best way to outperform our seven competitors in books, clothing, and school supplies. We started paying 50 percent of the new-book price for used textbooks, while our rivals were paying 50 percent of the used-book price. That business line flourished for us, and for the last 10 years we've been one of the country's top sellers and buyers of used textbooks. To give you some idea, in August 2004, we received 11,166 Web orders. In November, we received 300 orders for used books through Amazon alone, 60 percent of which were shipped out of state. By two weeks into December, we had already exceeded that number. Amazon and eBay are our major competitors.

We started working with any used-book wholesaler who wanted to do business with us, and worked out a formula fair to everyone involved, requiring whole-salers to sell us books at a four-to-one ratio. That means that if we purchase \$1-million in books from a wholesaler at cost, they expect us to sell them \$250,000 worth of books at wholesale. Many college bookstores use only one wholesaler -- it's an outdated college-store tradition rationalized as maintaining a business "friendship." It's disadvantageous to students, and something store managers should look into. There are three major wholesalers -- the smallest with a book list of 40,000 titles, the largest with a list of 150,000 -- and each sets its own price for each book. By using all three, we can give students the best possible prices available for the books they need.

To be sure we had an adequate supply of the right books for each semester, we had to work more closely with members of the faculty and administration. Our goal is to get the textbook list for every upcoming freshman and sophomore course in time to buy the correct books back at the end of the current semester.

Once professors and students realized that we were conscientiously catering to them, they gave us their business. Our competitors either sold out to us or went bankrupt. Today we gross about \$40-million in sales with six successful stores and return all the profit to the university (excluding a percentage for reinvestment, which varies depending on market circumstances). In the fiscal year 2003-4, we paid students, and members of the faculty and staff, about \$1-million in rebates and gave an additional \$2.2-million in scholastic prizes and other gifts. Those include awards and programs such as the Hamilton book award (\$10,000 grand prize with four \$3,000 runners-up), a \$10,000 award for excellence over a career in research, a \$5,000 award for best research paper, \$70,000 in awards to help UT professors publish their books, the \$20,000 Mitchell student award for academic excellence (plus three \$5,000 and five \$2,000 student awards), and \$120,000 in undergraduate research fellowships of up to \$1,000 each. Every semester the Co-op gives \$75,000 to student organizations (grants of up to \$5,000 each), and every year we donate \$150,000 for study abroad (with awards from \$1,000 to \$4,000).

As sole sponsor, the Co-op annually contributes about half a million dollars to the Gone to Texas student welcome, the multicultural Campus Fusion, the Explore UT open house for prospective students, the 40 Acres Fest, the Texas Revue talent show, the Orange & White Ball, and the Fashion Spectacular.

Behind all big decisions at the Co-op is a nine-member board of directors, four of whom are faculty members appointed by the university president, and four of whom are full-time students elected by the student body. Those eight directors elect the ninth, who serves as chairman. Currently in that position is Michael H. Granof, a professor specializing in government and not-for-profit accounting.

With the board's guidance, the Co-op has been able to oversee the kind of expansion the store attempted in the 80s but wasn't ready for. We've opened four more stores serving various neighborhoods and professional students as well as undergraduates, including an outlet store with greeting cards and a dollar section. A year ago we opened the Co-op for Women -- the country's first college store catering exclusively to women.

Because suppliers weren't lowering their prices despite ever more outsourcing to cheaper labor markets, we've begun outsourcing and importing some items directly -- in other words, cutting out the middleman. For example, we are importing for a little less than \$2 each the car emblems that we used to pay \$8 for, and we just received our first in a series of fine porcelain dinner sets with unique artwork created for us. Last year we imported about \$100,000 worth of merchandise; we plan next year to increase that to \$1-million.

Textbook sales remain a challenge. Bookstores are the first to be blamed for high textbook prices because we are the most visible link in the chain. Anyone who knows about the industry, though, realizes those prices are a problem that stores or even publishers can't solve alone. College bookstores nationwide are finding sales dropping in the face of global competition, with students able to buy \$100 books on eBay for \$20. It's a serious conundrum, and not one we have space to get into here. (Although if you're interested, you might look at Granof's examination of the problem in the November 26, 2004, issue of *The Chronicle Review*.) Meanwhile, the Co-op recently started providing a link on our Web site for classified ads to help students sell and buy books. The last time I looked there were 245 books advertised. We're not involved in the transactions; it's just a service to students. After all, that's what we're here for.

Barring some dramatic shift in textbook publishing, I'd suggest that college bookstores devote more attention to used books until they constitute 40 percent of their business, and that they sell textbooks on the Web (we sold textbooks online to more than 12,000 students in the fall). Stores should also provide custom publishing to professors, just as most of the major publishers are doing. We have our own custom-publishing house, which has grown 10 percent over the past year. We define custom publishing as anything that we produce in book or packet form, whether it be out-of-print books, copyrighted material from other sources, business-school cases, or original material. Our custom-publishing sales for the year ending June 2004 were \$832,508 (594 jobs), and as of November 30, 2004, we were trending toward 10 percent more than last year.

Also, we just purchased an InstaBook machine with which we can print and bind books for professors or even take a book and incorporate the professors' notes. It will initially be marketed as a tool for professors to produce original content in a pleasing form, but we will also focus on local nonacademic customers and their small-run printing needs.

No matter how many such ideas we come up with, though, the truth is that textbook sales will probably continue to drop. Campus stores need to downsize accordingly or find other ways to make up the business.

In confronting that and other problems, managers of independent college stores need to strike a balance between sound market research and innovation, and surround themselves with people who do the same. They should look closely at the assets and challenges facing their particular operation (for instance, when I came, the Co-op had a gung-ho, logo-hungry sports-fan clientele, but also intense competition). Most important, they must never lose sight of their core mission: to provide textbooks and supplies at reasonable prices.

Finally, when they run out of ideas, they should retire. That's when I will -- those of you who have inquired with greater or lesser tact may take note -- and not a moment before.

*George H. Mitchell is president and CEO of the University Co-operative Society of the University of Texas at Austin.*

<http://chronicle.com>

Section: Campus Services

Volume 51, Issue 21, Page B23

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# **Mental Health Problems on Campus**

## A Comparison of National and UM Issues and Programs

### **INTRODUCTION:**

In recent years campuses have experienced an increasing number of problems related to disruptive students and students with mental health conditions. Campuses have responded in a variety of ways; the most effective have taken a broad campus-wide approach. This paper provides a brief review of the problem, recommended components of an effective program, a summary of current efforts at UM and suggested areas of unmet needs.

### **SCOPE OF THE PROBLEM:**

- Of high school youth, 28.3% are clinically depressed, 19% seriously consider suicide, 14% make a plan and 8.8% attempt suicide per year.<sup>1</sup>
- Between 1989 and 2001 the number of college students diagnosed with depression doubled and the number of suicides tripled.<sup>2</sup>
- Between 2000 and 2004 the percent of college students diagnosed with depression increased from 10.3% to 14.9%.<sup>3</sup>
  - At UM the percent increased from 7% to 13% for men and from 18% to 23% for women.<sup>3</sup>
  - Of the approximately 5400 students seen each semester in the CHC Medical Clinic 11.7% were seen for mental health conditions in Fall 2002, increasing to 14.7% in Fall 2004.
- Of college students, 11.7% are diagnosed with depression, 9% have seriously considered suicide and 1.5% attempted suicide with in the past year.<sup>3</sup>
  - UM survey numbers similar<sup>3</sup>
  - Of the 1028 students using CAPS in AY 2003-04 (excluding Self Over Substance visits), 196 (19.2%) acknowledged past or present suicidal ideation or behavior; 119 (11.6%) were judged by therapists to be high enough risk to warrant closely monitored follow-up. Experience in fall 2004 was similar.
- Suicide is the second leading cause of death between ages 20-24<sup>4</sup>, second only to accidents, mostly motor vehicle related.
- The rate for college students is 7.5 per 100,000 students, compared to 15/100K non-students matched for age, gender and race.<sup>5</sup>
- Graduate students comprise up to 32% of campus suicides.<sup>5</sup>
- Eighty-five percent of counseling center directors surveyed reported an increase in severe psychological problems over the past 5 years and half reported an increase in self-harm during the same period.<sup>6</sup>

### **EFFECT ON STUDENT LEARNING:**

- 5% of students end their college career prematurely due to psychiatric disorders<sup>7</sup>
- 77% of students using counseling report they were more likely to stay in school and performed better on schoolwork.<sup>8</sup>
- Students with A or B average are more likely to seek counseling.<sup>2</sup>

### **EFFECTS ON CAMPUS:**

- Students receiving counseling have been found to have a 14% higher retention rate and retention was found to be positively related to the number of sessions attended.<sup>9</sup>
- Self-destructive students often disrupt the learning environment for other students.<sup>10</sup>

- Some mentally ill students exhibit disruptive behavior in classrooms and living quarters.
- Residence Life staff report an increased severity of disruptive behavior and an increased number of disruptive students, many of whom appear or claim to have mental health problems.
- The Dean of Students reports an increased number and severity of conduct code violations involving disruptive students, many of whom appear or claim to have mental health problems.
- An increasing number of students are withdrawing from school for medical reasons, 60-65% for mental health problems.
- Concerned faculty, staff and friends devote considerable time and effort into helpful endeavors.
- Parents have complained that their student's attention to school is distracted by roommates and friends with psychiatric problems.
- The risk of self harm creates anxiety for all those dealing with these students, raising issues of confidentiality and potential duty to protect.
- Although courts have not found that a "duty to protect" exists, parents and families increasingly seek to hold universities liable for student suicide.<sup>11</sup>
- Mental health problems are intimately related to drug and alcohol abuse and campus violence, a discussion of which is beyond the scope of this paper.

#### **COMPONENTS OF QUALITY PROGRAMS:**

The Jed Foundation and the National Mental Health Association<sup>12</sup> identify the following as components of a quality suicide prevention program:

- Screening Programs
- Targeted Education Programs for faculty, staff, RA's
- Broad-based campus-wide public education
- Educational programs and materials for parents and families
- On-site counseling center
- On-site medical services
- Off-campus referrals
- Emergency services
- Postvention programs
- Medical leave policies
- Stress reduction programs
- Non-clinical student support networks

The Suicide Prevention Resource Center, in a white paper prepared for the US Dept. of Human Services<sup>13</sup>, added the following to the list:

- Leadership to promote mental health and suicide prevention
- Life skills development
- Means restriction
- Social marketing
- Social network promotion

The Surgeon General's Call to Action to Prevent Suicide 1999<sup>14</sup> also stressed the need to:

- Improve the ability of primary care providers to recognize and treat depression, substance abuse and other major mental illnesses associated with suicide risk
- Increase the referral to specialty care when appropriate

There is broad consensus on the need for clear institutional policies and protocols and broad administrative and faculty involvement in dealing with self-harm and suicide prevention on campus.<sup>9,11,12,13,14,15</sup>

Developing programs to respond to these evolving mental health needs in the diverse atmosphere of university campuses creates additional challenges.

## **CURRENT EFFORTS AT UM:**

### **Screening Programs**

- Participation in National Depression Screening Day, coordinated with community agencies
- Offer access to U-Lifeline on-line screening on CHC web page

### **Targeted Educational Programs**

- Extensive training for Residence Life staff to recognize, deal with or refer at risk or potentially problematic students
- Consultation with Law School faculty and the Montana State Bar to reduce the stigma of seeking mental health care
- Depression education seminar for students by CAPS staff

### **Educational programs for parents and families**

- Participation in summer orientation programs

### **On-site counseling center**

- |                                            | US Average | UM        |
|--------------------------------------------|------------|-----------|
| • Ratio of professional staff to students  | 1:1574     | 1:1873    |
| • Ratio of psychiatry hours/wk to students | 2.6/1000   | 2.5/13000 |
- Individual, couples and group therapy; numerous programs; crisis intervention; 24/7 availability
  - Expanded student training programs both increase service to students and contribute to the educational goals of the university.
  - Native American graduate student provides culture sensitive services.
  - Social work practicum established this semester to aid in follow-up care.

### **On-site medical services**

- Physicians and Nurse Practitioners skilled in the diagnosis and management of mental health conditions; same day service; 24/7 availability; in-patient care.

### **Enhance skills of primary care providers**

- In-services by local mental health professionals
- MD/NP mentoring program to enhance NP skills in dealing with less serious mental health patients
- MD educational programs to enhance skills in dealing with more complex mental health patients
- MD/CAPS joint meetings to enhance coordination of services and discuss difficult cases

### **Crisis management**

- Crisis appointments available daily in CAPS
- Medical and mental health care available 24/7 when school in session

### **Connection to community resources**

- Collaboration with St. Patrick Hospital mental health in-patient care
- Participation on MCCHD suicide prevention committee
- Maintain a referral system to community providers



- Enhanced connections with the Missoula Indian Center

#### **QI/Risk Management**

- Suicide risk assessed in all CAPS clients and special attention paid to those at risk
- Benchmarking of follow-up care provided in Medical Clinic

#### **Postvention Action**

- Outreach provided to affected individuals and departments
- Initial steps taken to form a Student Affairs incident team

#### **UNMET NEEDS:**

- Increased psychiatric services.
- Continued recruitment of diverse professional staff and training for existing staff on cultural differences in mental health care.
- Educational programs for students, parents, faculty, staff and administrators to:
  - clarify roles and responsibilities;
  - create a climate of support for those with mental health problems;
  - increase awareness of resources.
- Improve coordination of responses to incidents.
- Clarification and articulation of how the conduct code applies to disruptive behavior apparently stemming from mental illness, especially threats or acts of self-harm.
- Further integrate policies and programs addressing mental health issues with those addressing alcohol abuse and campus violence.

Proposals to meet some of these needs will be developed in the upcoming months.

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Prepared by Dave Bell, MD  
Director, Curry Health Center  
Feb 28, 2005

**Montana University System  
Security & Crisis Response Information Summary**

**MATRIX 5**

Survey conducted by Lowell Goetting, Fall 2004.

**Individual University Response to Crisis Preparedness**

	1	2	3	4	5	6	7	8
1. Does your school have an emergency response plan?	x	x	x	x	x	x	x	x
2. Do you believe it is adequate to your needs?		x		x			x	
3. Does you plan meet Office of Homeland Security requirements?	x				x			
4. Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?	x	x	x	x		x	x	
5. Does the plan include mitigating potential disasters?		x		x		x		
6. Does the plan include responding to disasters?	x	x		x	x	x	x	
7. Does the plan include recovering from disasters?	x							
8. Was the plan developed in cooperation with local emergency responders (i.e., fire, law enforcement, emergency medical, Emergency Manager)?		x				x		
9. Does the plan include an Incident Command System?		x		x		x	x	
10. Have incident command responsibilities been assigned along with back-up responsibilities?		x		x		x	x	
11. Does the plan include a system of accountability for all students and adults?		x		x			x	
12. Does the plan include a system for releasing individuals from the impacted area?							x	
13. Does the plan include both primary and secondary evacuation routes?					x	x	x	
14. Is the plan practiced through regular drills and exercises?		x				x		
15. Are emergency responders included in drills and practice exercises?		x						
16. Are both evacuation and reverse-evacuation drills practiced?		x						
17. Are shelter-in-place drills practiced?		x						
18. Are lock-down drills practiced?								
19. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?								
20. During drills, are accountability systems tested?		x				x	x	
21. Are systems for evacuation during cold weather ever tested?		x				x		
22. Does the plan include a system for regular review and updating?			x	x	x		x	
23. Have you read the plan?	x	x	x	x	x	x	x	x
24. Do you know where the plan is located?	x	x	x	x	x	x	x	x
25. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?	x	x	x			x	x	
26. Do you know the name of the Emergency Manager for your jurisdiction?	x	x	x		x	x	x	

**LEGEND**

1. UM-Missoula
2. UM-Western
3. MT Tech
4. UM-Helena
5. MSU-Bozeman
6. MSU-Billings
7. MSU-Great Falls
8. MSU-Northern

**Montana University System  
College Preparatory Program Exemptions (Policy 301.7)  
Academic Progress of Exempted In-State Students**

**ACADEMIC YEAR 2004-2005**

	<u>UM</u>	<u>TECH</u>	<u>UM-W</u>	<u>MSU</u>	<u>MSUN</u>	<u>MSUB</u>	<u>SYSTEM</u>
Total number of In-State First-Time, Full-Time, First-Year students <sup>a</sup> :	1306	239	182	1388	150	412	3677
# of In-state, First-time, Full-Time, First-Year Students Admitted Under the 5% College Prep Exemption Policy:	80	7	9	70	8	1	175
% of College Prep Exemptions of In-State, First-Time, Full-Time, First-Year Students:	6.1%	2.9%	4.9%	5.0%	5.3%	0.2%	4.8%

**Academic Progress <sup>b</sup>**

Distribution by College GPA of **ALL** In-State, First-time, Full-time, First Year Students

	<u>UM</u>	<u>TECH</u>	<u>UM-W</u>	<u>MSU</u>	<u>MSUN</u>	<u>MSUB</u>
% with 3.0 or greater:	42.8%	48.1%	38.0%	51.2%	37.3%	42.0%
% with 2.50 - 2.99:	18.2%	18.8%	18.4%	20.7%	20.0%	17.0%
% with 2.00 - 2.49:	13.8%	7.5%	13.8%	10.5%	12.0%	15.0%
% below 2.00:	23.6%	19.6%	14.9%	17.2%	28.0%	18.0%
% of All In-State, First-Time, Full-Time, First-Year Students with no reported GPA <sup>c</sup> :	1.5%	4.2%	14.9%	0.5%	2.7%	8.0%

**Academic Progress <sup>b</sup>**

Distribution by College GPA of In-State, First-Time, Full-time, First-Year Students **Receiving the Exemption**

	<u>UM</u>	<u>TECH</u>	<u>UM-W</u>	<u>MSU</u>	<u>MSUN</u>	<u>MSUB</u>
% with 3.0 or greater:	23.8%	30.0%	22.3%	25.7%	12.5%	100.0%
% with 2.50 - 2.99:	22.5%	40.0%	11.2%	22.9%	50.0%	0.0%
% with 2.00 - 2.49:	16.2%	0.0%	22.3%	10.0%	0.0%	0.0%
% below 2.00:	35.0%	30.0%	44.2%	38.6%	37.5%	0.0%
% of Exemptions with no reported GPA <sup>c</sup> :	2.5%	0.0%	0.0%	2.9%	0.0%	0.0%

<sup>a</sup> Based on admissions during the 2004-2005 Academic Year

<sup>b</sup> Overall GPA at the end of the reporting period

<sup>c</sup> No longer in attendance at the end of the reporting period

**Definitions**

**First-Time, First-Year:** An entering freshman who has never attended any college or who entered with advanced standing (college credits earned before graduation from high school).

**Full-Time:** A student taking eight or more credits in a semester.

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** The College Preparatory Program Report

**DATE:** September 21 – 23, 2005

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The College Preparatory Program Report is attached to this memorandum. This Report is prepared, as part of Montana Board of Regents' Policy 301.7. That Policy says, in part:

To ensure reasonably smooth transition to full implementation of the College Preparatory Program, each of the six campuses of the Montana University System is granted discretionary exemptions for in-state applicants who have not completed the College Preparatory Program not to exceed 5 percent of the in-state enrollment of first-time, full-time first year students.

Institutions will be obligated to provide appropriate annual reports indicating numbers of students enrolled as exemptions and their academic progress in comparison to those students regularly admitted. . .

Hopefully, the Report is self-explanatory. The first table describes the "first-time, full-time" student pool, and the number of students in that pool who were admitted by exemption because they had not completed the College Preparatory Program in high school. The second table describes the academic performance of the "first-time, full-time" students, at the end of their first year of college; and the third table describes the academic performance of the students who were admitted by exemption at the end of their first year of college.

When the College Preparatory Program was adopted by the Montana Board of Regents, the Board assumed that students with more rigorous high school preparation would do better when they moved on to the Montana University System. The information in this Report supports that assumption, particularly for students who earned a grade point average above a 3.00 or below a 2.00. It also makes the case for giving some students a chance, even if they haven't completed a College Preparatory Program, although the use of discretionary exemptions will always be an imprecise process.

The Report is just a snapshot, because it only tracks one cohort of students and it only follows those students during their first year of academic work.

The campuses have been asked to “identify” the students who are included in this Report, however, so their progress can be monitored in subsequent years. That progress information will almost certainly be less than perfect, however, since it will not include students who continued their education by transferring to another postsecondary institution.

Most of you will recall that this Report has been especially difficult to prepare in the past, because of the number of exclusions and exceptions written into the College Preparatory Program Policy. The campuses made a good faith effort to submit valid information, but they often had innumerable questions about the data as it was being assembled. As a result, the Report usually generated more questions than answers when it was presented to the Board.

In an effort to insure that the campuses were at least reporting the same students, I developed a “formula” for the Report, with the help of colleagues at The University of Montana-Missoula especially. That 13-step formula is attached to the Report, and it illustrates both the complexity of assembling this kind of data and the complexity of the admissions standards that have been developed for the Montana University System over the years. Feedback on the formula was supportive. But it also generated additional questions, and the guidelines may be revised for future reports.

If you have any questions, I would be happy to try and answer them.

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### **Calculating the Students for The College Preparatory Program Report**

**Step 1:** Identify and include EVERY STUDENT who entered your institution for the first time during the reporting period. For this “iteration” of the report, the reporting period will be summer semester 2004, fall semester 2004 and spring semester 2005.

**Step 2:** SUBTRACT students who were admitted to an affiliated College of Technology. This step will only apply to The University of Montana-Missoula, Montana Tech of The University of Montana, and Montana State University-Billings.

**Explanation:** The College Preparatory Program is a requirement for admission to the four-year campuses. Therefore, it does not apply to the Colleges of Technology that are affiliated with one of the four-year institutions. The College Preparatory Program has absolutely nothing to do with two-year or four-year programs, however, so Montana State University-Bozeman, The University of Montana-Western and Montana State University- Northern should skip this step.

**Step 3:** SUBTRACT students who entered your institution with credits from another post-secondary institution.

**Explanation:** The College Preparatory Program policy

only applies to *first-time* students. A first-time student is defined as “any entering freshman who has never attended any college or who entered with advanced standing credits (college credits earned before graduation from high school).”

**Step 4:** SUBTRACT students who only attended your institution during summer semester of the reporting period.

**Explanation:** Summer only students are excluded from the College Preparatory Program requirement, by Regent policy.

**Step 5:** SUBTRACT students who did not enter your institution for a period of at least three years from the date of their high school graduation or from the date when they would have graduated from high school.

**Explanation:** So-called “non-traditional students” are excluded from the College Preparatory Program requirement. Non-traditional students are defined, by Regent policy, as students who have been out of high school for at least three (3) years.

**Step 6:** SUBTRACT all out-of-state students.

**Explanation:** The purpose of this report is to “compare” the performance of students who completed the College Preparatory Program against students who were admitted to the Montana University System by exemption because they had not completed that Program. In establishing that exemption, Regent policy states that only in-state students should be included in the overall pool when determining the number of exemptions authorized at each institution.

**Step 7:** SUBTRACT students who are not full-time students. I. E., students who take “seven or fewer college-level semester credits.”

**Explanation:** Part-time students are excluded from the College Preparatory Program requirement, by Regent policy. Part-time students are defined as “students taking seven or fewer college-level semester credits.”

**Caution:** In order to be excluded from the Report entirely, students must have maintained their part-time status all during the reporting period. If any student becomes a full-time student during the reporting period, using the policy definition set out above, they should be included in the Report.

**Additional Caution:** Summer school may cause a particular problem with this calculation. Because most units of the Montana University System have accelerated or compressed sessions during summer school, it is possible for a student to accumulate more credits during the summer semester than they ordinarily might during the regular academic year. To assist with this section, the following operating rules should help:

- The entire summer session should be considered one (1) semester, regardless of how many sub-sessions it might be divided into. I.E., UM-Missoula's two five-week sessions should be considered one semester. In calculating the part-time status of the student, that student's total number of credits during the entire summer should be considered, rather than each, individual sub-session.
- Because a student can accumulate more credits during the summer sub-sessions, their status as a part-time or full-time student should not be automatically determined by the summer session credit load. If a student exceeds the part-time definition above during the summer session, but remains a part-time student during the fall and spring semester, they should be classified as a part-time student for the entire reporting period. The summer school enrollment should not determine a student's status for the entire year, under the guidelines of this report.
- Because of the complexity of this particular step, it has been placed near the end of the report, to reduce the student pool as much as possible. If students should be removed for other reasons, that happens in previous steps. Step 8 is then applied to a smaller pool of students.

**Step 8:** SUBTRACT students who have been admitted to your institution under some kind of temporary admissions program or process.

**Explanation:** Most of the campuses have an "admissions program or admissions status" that permits students to enter the institution on a "temporary basis," without going through the entire admissions process with its complexity of paperwork and documentation. That procedure is intended to assist students who just want to pick up a handful of courses, because they are interested in learning more about some particular subject, like an introductory water color course or astronomy or something that has always been an interest of theirs. On most of the campuses, students have to go through the regular admissions process with all of its paperwork, once they have accumulated a certain number of credits under this temporary status. Other campuses apparently permit students to continue under this program "indefinitely," as long as they have no intention of ever working on a degree or credential of some kind. **Since these students have not been formally admitted to your institution, as matriculating students, they should be subtracted from the pool if they haven't been eliminated by an earlier step in the formula.** This step has been placed at the end of the formula, because previous steps in this narrative have probably already erased them. But just in case a few hangers-on are still in the pool, they should be removed now.



**Step 9:** The total number of students remaining in your institution's pool, following **step 8**, will become the number reported in the first box, first row of the College Preparatory program report.

**Step 10:** IDENTIFY the number of students who were admitted to your institution under the 15% exemption created by Policy 301.1.

**Explanation:** Policy 301.1 authorizes each institution in the Montana University System “. . .to exempt up to 15% of first-time, full-time undergraduates for students with special talents, minorities and others who demonstrate special needs.” This exemption applies to three of the admissions expectations set out in Policy 301.1. I.E., a minimum ACT or SAT score, a minimum high school grade point average; and a minimum class standing. Since those students were admitted to your institution under a different exemption policy, they need to be identified at this point. They should not be excluded or subtracted from the overall pool, however, since they do not fall into any of the specific exclusions established in the College Preparatory Program policy.

**Step 11:** IDENTIFY the number of students who were admitted to your institution under the 5% exemption created by Policy 301.7, College Preparatory Program. That number will become the total number of students reported in the first box, second row of the College Preparatory Program report.

**Step 12:** The remainder of the report should be self-explanatory. The pool of students in **step 9** will be used to complete the second table in the report. The pool of students in **step 11** will be used to complete the third table in the report.

**Step 13:** The pool of students in both **step 9 and step 11** should be identified somehow, because the Montana Board of Regents has requested follow-up information on these students at the end of their first year of attendance in the Montana University System, and also in subsequent years. The number of subsequent years is still being discussed.

## Distance Education Degree Programs in the Montana University System 2005

DEGREE NAME	OPTION	D_ID	BEGIN DATE	DELIVERY	SITE(S)
<b>MONTANA STATE UNIVERSITY - BOZEMAN</b>					
Education	Curriculum & Instruction/Tech	M.Ed.	1995	Online (70%)	International
Education	Education Administration	M.Ed.	1999	Online (80%)	International
Health & Human Development	Family Financial Planning	MS	2001	Online	International
K-12 School Library Media		Certificate	2004	Online	International
Mathematics	Mathematics Education	MS	1996	Online	International
Nursing	Family Nurse Practitioner	MN	1994	O-S/ITV	Bozeman, Billings, Great Falls, Missoula
Nursing	Clinical Nurse Specialist	MN	2003	O-S/ITV	Helena
Science Education		MS	1997	Online (80%)	International
<b>MONTANA STATE UNIVERSITY - BILLINGS</b>					
Associate of Arts		AA	2000	Online	Universal Web Access
Bachelor of Applied Science		BAS	1998	Online	Universal Web Access
Communication Arts	Organizational Communication	BA	1998	Online	Universal Web Access
Communication Arts	Mass Communication	BA	1998	Online	Universal Web Access
Education	Elementary Education	BSED	2001	Online	Universal Web Access
Health Administration		BS	1998	Online	Universal Web Access
Health Administration		MHA	1998	Online	Universal Web Access
Liberal Studies		BS	1998	Online	Universal Web Access
Public Relations		BS	2002	Online	Universal Web Access
Public Relations		MS	2002	Online	Universal Web Access
Rehabilitation and Mental Health Counseling		MSRC	2002	Online	South Dakota
Special Education	Advanced Studies	MSSE	2001	Online	Montana and Wyoming
Special Education	Generalist	MSSE	2001	Online	Montana and Wyoming
Post Baccalaureate Teaching Certification		Certificate	2001	Online	Montana
Special Education Endorsement		Endorsement	2001	Online	MSU-Bozeman, Ft. Peck CC
OPI Special Education Endorsement		Endorsement	2001	Online	Universal Web Access
Teacher Certification Coursework		Certificate	2001	Online	Montana and Wyoming
<b>MSU - BILLINGS COLLEGE OF TECHNOLOGY</b>					
Accounting Assistant		Certificate	2003	Online	Universal Web Access
Accounting and Business Technology	Accounting Technology	AAS	2003	Online	Universal Web Access
Office Assistant		Certificate	2003	Online	Universal Web Access

## Distance Education Degree Programs in the Montana University System 2005

DEGREE NAME	OPTION	D_ID	BEGIN DATE	DELIVERY	SITE(S)
<b>MONTANA STATE UNIVERSITY - NORTHERN</b>					
Associate of Arts		AA	2003	O-S/ITV	Lewistown
Associate of Science		AS	1990	O-S/ITV/Tape	Great Falls
Business Technology		BS	1990	O-S/ITV/Tape	Great Falls, Wolf Point, Poplar
Computer Information Systems		AAS	1990	O-S/ITV	Great Falls
Counselor Education		M.Ed.	1980	O-S/ITV	Great Falls
Elementary Education		BSED	2001	O-S/ITV	Great Falls
Learning Development		MSED	1996	O-S	Browning
Nursing		ASN	1994	O-S/ITV	Great Falls, Lewistown
Nursing		BSN	1997	Online	Statewide
<b>MSU - GREAT FALLS COLLEGE OF TECHNOLOGY</b>					
Associate of Arts		AA	2004	Online	
Associate of Science		AS	2002	Online	
Aviation		AAS	2005	Offsite	Bozeman
Computer Information Technology	Networking Architecture	AAS	2000	O-S/Online/Mixed Mode	Bozeman
Computer Information Technology	Web Development	AAS	2003	O-S/Online/Mixed Mode	Bozeman
Computer Information Technology	Microcomputer Support	AAS	1997	O-S/Online/Mixed Mode	Bozeman
Health Information Coding Specialist		Certificate	2002	Online	
Medical Billing Assistant		Certificate	2003	Online	
Medical Transcription		Certificate	2000	Online	
Professional Communications		Endorsement	2003	Online	
<b>THE UNIVERSITY OF MONTANA - MISSOULA</b>					
Business Administration		MBA	1988	Videoconference	Billings, Bozeman, Butte, Great Falls, Helena, Kalispell, Missoula
Curriculum and Instruction	Curriculum Studies	M.Ed.	1998	Onsite/Online	International
Educational Leadership		Ed.D.	1997	Videoconference/Onsite	Ft. Belknap, Great Falls, Missoula, Canada
Educational Leadership		M.Ed.	2001	Online	International
Forensic Studies		Certificate	2005	Online	International
Library Media	Curriculum Studies	Endorsement	2002	Online	International
Pharmacy		Pharm D	1997	Online/Onsite	International
Public Administration		MPA	2002	Online	International
<b>THE UNIVERSITY OF MONTANA - MISSOULA COLLEGE OF TECHNOLOGY</b>					
Customer Relations		Certificate	2004	Online	International
Surgical Technology		AAS	2003	Online	Billings, Butte

## Distance Education Degree Programs in the Montana University System 2005

DEGREE NAME	OPTION	D_ID	BEGIN DATE	DELIVERY	SITE(S)
<b>MONTANA TECH OF THE UNIVERSITY OF MONTANA</b>					
Industrial Hygiene		MS	2003	Online	International
Project Engineering & Management		MS	1997	Online	International
Occupational Safety & Health	Applied Health Sciences	BS	1995	Online	International
<b>THE UNIVERSITY OF MONTANA - WESTERN</b>					
Child Development Associate		AAS	2000	Online	Missoula, Billings, Bozeman, Helena, Butte, Great Falls, Havre
Early Childhood Education		AAS	2000	Online	Missoula, Billings, Bozeman, Butte, Helena, Great Falls, Havre
Secondary Education		Certificate	2002	Onsite	Butte
Elementary Education		BS	1997	Onsite	Pablo
Library/Media Endorsement		BA	2003	Traditional	Missoula
<b>MILES COMMUNITY COLLEGE</b>					
Nursing		AS	2004	Online and ITV	Multiple

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** The Distance Education Report

**DATE:** September 21 – 23, 2005

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The annual report on distance education programs in the Montana University System is attached to this memorandum. Hopefully, the report is self-explanatory. To assist you in reading through the report, however, the following academic programs were made available in a distance or alternative delivery mode this past year:

- **Online or Internet Programs:**

- a certificate in K-12 school library media, from Montana State University-Bozeman;
- the Associate of Arts degree, from Montana State University-Great Falls College of Technology;
- a certificate in forensic studies from The University of Montana-Missoula;
- the Associate of Science degree in nursing, from Miles Community College; this program is also delivered, in part, by interactive television.

- **Offsite Programs:**

- the Associate of Applied Science degree in aviation, from Montana State University-Great Falls College of Technology; the program is delivered in Bozeman, Montana;
- the Bachelor of Arts degree in teacher education, with an endorsement in library/media, from The University of Montana-Western; the program is delivered in Missoula, Montana.

If you have any questions about this report, I'm sure my colleagues in academic affairs would be happy to assist me in answering those queries.

**Credit By Examination in the Montana University System  
Comparison of FY 00 - FY 04**

Four-Year Campus	FY 2000		FY 2001		FY 2002		FY 2003		FY 2004	
	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
MSU-Billings	139	402	291	927	335	990	169	780.5	213	897.5
MSU-Bozeman	274	2664	220	2181	247	3670	254	2377	263	2762
MSU-Northern	26	91	17	121	*	*	19	66	22	94
The U of M	288	1008	347	1221	385	1260	256	1845	285	2171
Montana Tech	42	202	60	261	36	139	63	298	34	78
UM-Western	11	41	31	104	13	73	4	24	8	64
<b>TOTAL</b>	780	4408	966	4815	1016	6132	765	5390.5	825	6066.5
Colleges of Technology	FY 2000		FY 2001		FY 2002		FY 2003		FY 2004	
	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
Billings COT	19	52	108	242	90	209	47	167	39	159
Great Falls COT	54	165	84	249	70	271	19	149	31	118
Butte COT	38	97	69	198	66	233	13	52	15	41
Helena COT	83	238	208	508	150	402	13	80	11	56
Missoula COT	0	0	70	210	74	198	55	113	54	126
<b>TOTAL</b>	194	552	539	1407	450	1313	147	561	150	500
Community Colleges	FY 2000		FY 2001		FY 2002		FY 2003		FY 2004	
	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits	# of Students	# of Credits
Dawson CC	5	36	1	3	0	0	1	3	1	3
Flathead Valley CC	2	27	9	26	*	*	11	94	9	31
Miles CC	1	3	13	42	5	18	15	49	4	10
<b>TOTAL</b>	8	66	23	71	5	18	27	146	14	44
* Data unavailable										

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** The Credit by Examination Report

**DATE:** September 21 – 23, 2005

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The Credit by Examination Report is attached to this memorandum. The Report has traditionally been prepared annually for the Montana Board of Regents, and included in the agenda at one of the fall meetings of the Board.

The Report is self-explanatory. It includes information from each of the campuses on the number of students, and number of credits earned by those students, in

- Advanced Placement (AP) classes;
- the College-Level Examination Program (CLEP);
- DANTES (Defense Activity for Nontraditional Education Support) program, administered by the United States Department of Defense; and
- course-specific challenge examinations developed by individual institutions.

Both programs permit students to earn college-level credits without actually signing up for classes.

If you want to learn more about CLEP, the following website will be helpful:

<http://www.collegeboard.com/student/testing/clep/about.html>

If you want to learn more about DANTES, the following website will be helpful:

[http://www.dantes.doded.mil/dantes\\_web/danteshome.asp?Flag=True](http://www.dantes.doded.mil/dantes_web/danteshome.asp?Flag=True)

# MONTANA UNIVERSITY SYSTEM DIVERSITY REPORT

## SEPTEMBER 2005

### Executive Summary

**PURPOSE OF THE STUDY:** This report is intended to provide data for the Montana Board of Regents to assess how well the campuses of the Montana University System (MUS) are responding to the Regents' mandate on minority and American Indian education as embodied in Policy 1902. The summary report provides an assessment for the MUS as a whole. Each campus has provided a report with considerably more detail and narrative regarding their diversity accomplishments. The individual campus reports are available on the Board of Regents web site at <http://mus.montana.edu/reports/diversity/index.htm>

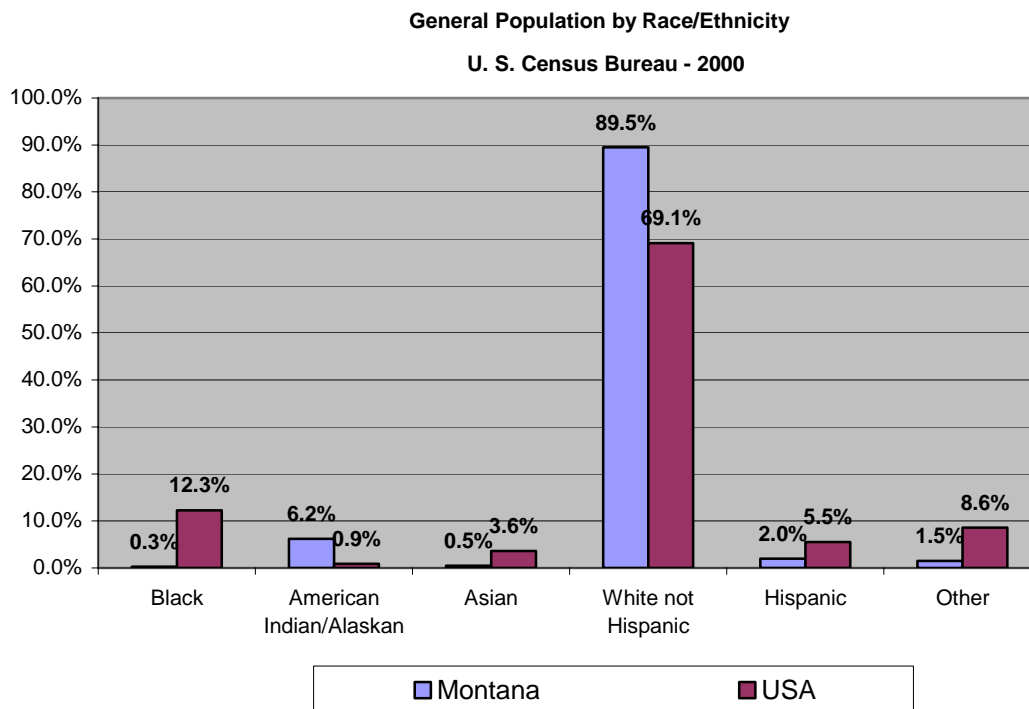
The data used in this summary report were obtained from the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS.) IPEDS is "a single, comprehensive system designed to encompass all institutions whose primary purpose is to provide postsecondary education." Each postsecondary education institution collects and submits their individual data into IPEDS.

This report provides Montana University System data pertaining to enrollment, degrees awarded, and numbers of faculty and staff—all categorized by ethnicity. It is important to note that how and if students or staff report their ethnicity is entirely at the individual's discretion. Therefore, the percentage of unknown as an ethnic category may be relatively high.

### ENROLLMENT MANAGEMENT

**POLICY 1902 GOAL 1:** To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population. In measuring the outcome of this goal it is expected that the students would originate from the State of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.

The 2000 Census report showed the following population distribution for Montana and for the USA.





Enrollments for the Montana University System reflect the following distribution:

Year	American Indian/ Alaska Native	Other Minority	White	Non-resident alien	Unknown	Total
2000	1,151 3.3%	924 2.7%	29,660 85.1%	819 2.3%	2,304 6.6%	34,858
2001	1,315 3.7%	973 2.7%	30,171 85.0%	734 2.1%	2,297 6.5%	35,490
2002	1,312 3.6%	1,058 2.9%	31,105 85.6%	706 1.9%	2,162 5.9%	36,343
2003	1,298 3.5%	1,128 3.0%	31,648 85.0%	669 1.8%	2,470 6.6%	37,213

Clearly the MUS has not achieved the goal of participation for American Indians in the same percentage as Montana’s population. However, even Montana’s majority ethnic category does not appear to be represented in proportion to the state’s population. The category “unknown” —individuals who do not wish to report their ethnicity—skews the results.

The category “non-resident alien” is defined by IPEDS as: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

The good news is that as an ethnic group, American Indians and other minorities have made relatively large percentage increases in representation. From 1993 to 2003 and from 2000 to 2003, the percentage increases by ethnic category are:

Years Span	American Indian	Other Minority	White	Non-resident Alien	Unknown	Total Headcount
1993-2003	33.0%	74.6%	18.6%	-30.6%	-22.5%	14.6%
2000-2003	12.8%	22.1%	6.7%	-18.3%	7.2%	6.8%

The percentages of American Indian students and other minority students have increased more than the percentage increase of headcount enrollment, and considerably more (as a percentage) than white students.

Total higher education enrollment in Montana for Fall 2003, by ethnic group, is shown in the table below:

**HEADCOUNT ENROLLMENT  
MONTANA INSTITUTIONS OF HIGHER EDUCATION  
FALL 2003**

Institution Name	White non-Hispanic total	Black non-Hispanic total	Hispanic total	Asian or Pacific Islander total	American Indian Alaska Native total	Race/ethnicity unknown total	Nonresident alien total	TOTAL HEADCOUNT
PUBLIC MUS 4-YEAR CAMPUSES	28,853	156	487	345	1,135	2,242	665	33,883
PUBLIC MUS 2-YEAR CAMPUSES	2,795	29	75	36	163	228	4	3,330
MONTANA UNIVERSITY SYSTEM	31,648	185	562	381	1,298	2,470	669	37,213
PERCENTAGE OF HEADCOUNT ENROLLMENT MUS	85.0%	0.5%	1.5%	1.0%	3.5%	6.6%	1.8%	100.0%
PUBLIC COMMUNITY COLLEGES	2,749	15	37	22	79	419	6	3,327
PRIVATE 4-YEAR	2,437	27	66	31	143	352	94	3,150
TRIBAL COLLEGES	586	3	18	2	2,912	29	0	3,550
PERCENTAGE OF HEADCOUNT ENROLLMENT-TRIBALS	16.5%	0.1%	0.5%	0.1%	82.0%	0.8%	0.0%	100.0%
TOTAL ALL MONTANA HIGHER EDUCATION	37,420	230	683	436	4,432	3,270	769	47,240
PERCENTAGE OF HEADCOUNT ENROLLMENT-ALL	79.2%	0.5%	1.4%	0.9%	9.4%	6.9%	1.6%	100.0%

## COMPLETIONS

**Associates Degrees:** The combined percentage of Black, American Indian, Asian, and Hispanic that obtained associate degrees in the MUS for 2003-2004 were 7%. The number of American Indian / Alaskan Native students completing Associates Degree programs of study in the MUS reached the highest number and highest percentage (4.4%) since 1991-92, although the numbers and percentages varied widely from year to year and campus-to-campus. For example, in 2003-2004, over 7% (10 of 141) of the associate degrees awarded at MSU-Northern were to American Indians and at MSU-Billings campuses, 5.8% (10 of 171) of the associate degrees awarded were to Native American students.

Degree	Year	Non Resident Alien	Black	American Indian	Asian	Hispanic	Total Minority	White	Unknown	Total Completions
Associates	2000-2001	3	1	29	6	10	46	744	36	829.00
		0.4%	0.1%	3.5%	0.7%	1.2%	5.5%	89.7%	4.3%	
	2001-2002	2	2	23	6	13	44	766	57	869.00
		0.2%	0.2%	2.6%	0.7%	1.5%	5.1%	88.1%	6.6%	
	2002-2003	4	3	30	7	15	55	854	39	952.00
		0.4%	0.3%	3.2%	0.7%	1.6%	5.8%	89.7%	4.1%	
	2003-2004	3	2	43	9	15	69	845	58	975.00
		0.3%	0.2%	4.4%	0.9%	1.5%	7.1%	86.7%	5.9%	

**Bachelors Degrees:** Both the percentage and the total number of bachelors degrees awarded to American Indian students in 2003-2004 declined from the previous year. Individual campuses showed much better results—MSU-Billings awarded 7.35% (38 degrees) and MSU-Northern 9.7% (22 degrees.) Those two campuses account for 47% of the bachelors degrees awarded to Native American students in 2003-2004.

Degree	Year	Non Resident Alien	Black	American Indian	Asian	Hispanic	Total Minority	White	Unknown	Total Completions
Bachelors	2000-2001	113	12	112	45	44	213	3874	249	4,449.00
		2.5%	0.3%	2.5%	1.0%	1.0%	4.8%	87.1%	5.6%	
	2001-2002	111	16	124	31	53	224	4069	267	4,671.00
		2.4%	0.3%	2.7%	0.7%	1.1%	4.8%	87.1%	5.7%	
	2002-2003	103	18	139	38	47	242	4041	255	4,641.00
		2.2%	0.4%	3.0%	0.8%	1.0%	5.2%	87.1%	5.5%	
	2003-2004	99	15	127	48	47	237	4190	246	4,772.00
		2.1%	0.3%	2.7%	1.0%	1.0%	5.0%	87.8%	5.2%	

**Masters/Doctorates/First Professional Degrees:** Masters degrees, in particular, that were awarded to American Indian students and other minority students have increased significantly in the MUS.

Degree	Year	Non Resident Alien	Black	American Indian	Asian	Hispanic	Total Minority	White	Unknown	Total Completions
Masters/Doctorates / 1st Professional	2000-2001	59	0	26	3	3	32	644	97	832.00
		7.1%	0.0%	3.1%	0.4%	0.4%	3.8%	77.4%	11.7%	
	2001-2002	55	1	14	2	2	19	631	92	797.00
		6.9%	0.1%	1.8%	0.3%	0.3%	2.4%	79.2%	11.5%	
	2002-2003	54	2	19	8	8	37	632	124	847.00
		6.4%	0.2%	2.2%	0.9%	0.9%	4.4%	74.6%	14.6%	
	2003-2004	52	2	23	7	5	37	718	100	907.00
		5.7%	0.2%	2.5%	0.8%	0.6%	4.1%	79.2%	11.0%	

**FINANCIAL AID**

An important component of access to higher education for minorities is cost. A major vehicle for financial aid for American Indian students is the Montana University System’s Indian Fee Waiver. The Montana Board of Regents, in Policy 940.13, provides two major categories of fee waivers—mandatory and discretionary. Mandatory waivers are waivers named in 20-25-421, MCA that states, “The regents may prescribe tuition rates, matriculation charges, and incidental fees for students in institutions under their jurisdiction.” Discretionary waivers are categories determined by the Regents or by the institutions, such as faculty/staff waivers. Regents Policy 940.13 (and 20-25-421 MCA) sets the requirements for the Indian Student Fee Waiver:

Indian Student Fee Waiver. Registration and incidental fees shall be waived for any person of one-fourth (1/4) Indian blood or more. Such person must have been a bona fide resident of the State of Montana for at least one year prior to enrollment in the Montana University System and must demonstrate financial need. Each campus shall make rules governing the selection of these Indian students.

**Fee Waivers:** The following table shows both the full time equivalent (FTE) number of tuition waivers and the total dollar value of the waivers that were awarded to American Indian students in the Montana University System. The campuses of the MUS continue to provide over half of their mandatory waivers to American Indian students. In fact, some of the campuses are providing significantly more than 50% of their mandatory waivers in Indian Fee Waiver. For FY04 MSU-Billings provided 66%, MSU-Northern 90%, UM-Missoula 58%, and UM-Western 76% of their mandatory waivers.

Fiscal year	Data	Indian Fee Waivers	All Mandatory Fee Waivers	% Indian Waivers of All Mandatory Waivers
2000-2001	FTE Waivers	636.48	1217.8	49.2%
	Dollar Amount	1,415,523	2,551,311	48.5%
2001-2002	FTE Waivers	759.70	1202.1	50.6%
	Dollar Amount	1,905,630	2,608,068	50.1%
2002-2003	FTE Waivers	713.30	1196.3	53.2%
	Dollar Amount	2,081,746	2,703,601	52.4%
2003-2004	FTE Waivers	710.70	1311.4	57.9%
	Dollar Amount	2,161,420	3,282,827	58.0%

**Net Cost of Attendance:** For the July Board of Regents planning retreat, the campuses presented net cost of attendance data for the AY05 year for Montana resident undergraduate students. The cost of attendance includes an average cost, by category, for mandatory tuition and fees, housing dining, books, and miscellaneous expenses. The net cost of attendance is the cost of attendance less fee waivers, third party aid, institutional scholarships, and grant aid. Since the majority of Montana’s students attend the Bozeman and Missoula campuses, the data for those two institutions is presented below.

**The University of Montana - Missoula**

	Net Cost of Attendance - Resident Undergraduates (AY05)					
	Native					All Other
	<u>No Waiver</u>	<u>Americans</u>	<u>Veterans</u>	<u>Athletes</u>	<u>HS Honors</u>	<u>Waivers</u>
Headcount	3,344	181	5	82	83	170
Average Cost of Attendance	\$14,094	\$14,094	\$14,094	\$14,094	\$14,094	\$14,094
Less:						
Mandatory Fee Waivers	0	(3,379)	(2,913)	0	(3,257)	(1,698)
Discretionary Fee Waivers	0	0	0	(2,986)	0	(3,023)
Third Party Aid	(2,344)	(3,403)	(1,616)	(620)	(1,779)	(1,084)
Institutional Scholarships	(1,494)	(1,794)	0	(4,119)	(2,252)	(3,786)
Grant Aid	(2,977)	(3,571)	(3,567)	(2,283)	(3,005)	(2,517)
<b>Net Cost of Attendance</b>	<b>\$7,279</b>	<b>\$1,947</b>	<b>\$5,998</b>	<b>\$4,085</b>	<b>\$3,801</b>	<b>\$1,987</b>

**Montana State University - Bozeman**

	Net Cost of Attendance - Resident Undergraduates (AY05)					
	Native					All Other
	<u>No Waiver</u>	<u>Americans</u>	<u>Veterans</u>	<u>Athletes</u>	<u>HS Honors</u>	<u>Waivers</u>
Headcount	3,221	79	11	98	125	315
Average Cost of Attendance	\$13,490	\$13,490	\$13,490	\$13,490	\$13,490	\$13,490
Less:						
Mandatory Fee Waivers	0	-3,416	-3,038	0	-3,669	-1,768
Discretionary Fee Waivers	0	0	0	-3,336	0	-1,752
Third Party Aid	-1,245	-2,292	-1,630	-1,024	-2,132	-1,827
Institutional Scholarships	-861	-1,407	0	-4,019	-1,133	-2,176
Grant Aid	-1,939	-3,752	-3,736	-2,242	-2,216	-2,227
<b>Net Cost of Attendance</b>	<b>\$9,445</b>	<b>\$2,623</b>	<b>\$5,086</b>	<b>\$2,870</b>	<b>\$4,339</b>	<b>\$3,740</b>

Native American students *who qualify* for the waiver receive a substantial benefit. On average, those students also qualify for other forms of gift aid to supplement the waiver. Based on the headcount number of 1,298 in Fall 2003, and the calculated full-time equivalent fee waiver of 710.7 (which is based on full time students, not headcount) an estimated percentage of American Indian students who receive waivers are 55%.

**POLICY 1902 GOAL 2:** To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.

**Faculty:** IPEDS only requires that data be submitted for faculty and staff numbers every other year. Data is presented for faculty by category of tenured, tenure track, and adjunct.

Five of the American Indian tenured faculty in 2003 are at MSU-Bozeman, four at UM-Missoula, and one at UM-Western. That represents an increase of one faculty at Bozeman and two at Missoula.

MUS ALL FACULTY CATEGORIES						
	American Indian/ Alaska Native	Other Minority	White	Non-resident	Unknown	Total
2001	13	33	1602	18	11	1677
	0.8%	2.0%	95.5%	1.1%	0.7%	
2003	17	36	1534	21	23	1631
	1.0%	2.2%	94.1%	1.3%	1.4%	

While there was a net increase of one tenure-track faculty for the MUS, Bozeman and Missoula each reported two additional other minority tenure-track faculty. Please note that the number of “unknown” increased by 12.

**Staff:**

Year	Staff											
	Full Time						Part Time					
	American Indian/ Alaska Native	Other Minority	White	Non-resident	Unknown	Total	American Indian/ Alaska Native	Other Minority	White	Non-resident	Unknown	Total
2001	67	94	4679	57	34	4931	41	52	2093	142	18	2346
	1.4%	1.9%	94.9%	1.2%	0.7%		1.7%	2.2%	89.2%	6.1%	0.8%	
2002	73	113	4628	66	91	4971	40	44	2166	166	189	2605
	1.5%	2.3%	93.1%	1.3%	1.8%		1.5%	1.7%	83.1%	6.4%	7.3%	

MSU-Billings reported an increase of five full-time American Indian staff. Again, the percentage increase in the category “unknown” is much larger than any other reported category.

**POLICY 1902 GOAL 3:** To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

Each of the Montana University System campuses completed Diversity Reports that detail the curriculum and training that addresses this goal. Please see the following sections in each campus's report:

- K.     **Diversity and Other Intercultural Training**  
Includes training to faculty, staff, and students on cultural diversity/sensitivity.
  
- L.     **Courses Promoting Diversity**  
List of courses that focused on cultural diversity, including enrollments.
  
- M.     **List of Agreements with Tribes or Tribal Colleges.**  
Includes Articulation agreements, contracts, courses and cooperative training, and grants and contracts.
  
- N.     **American Indian Languages Taught.**  
Includes lists of languages taught, credit offered for language proficiency, and credit by exam for Native Languages.
  
- O.     **Recruiting Indian Students into teacher prep programs.**  
Includes how American Indian students are recruited into teacher prep programs and teaching Degrees awarded to American Indian students.
  
- P.     **Campus Diversity Action Plans.**

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** The Diversity Report

**DATE:** September 21 – 23, 2005

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The Montana University System's Diversity Report Executive Summary is attached to this memorandum. This Report is prepared in response to Montana Board of Regents' Policy 1902. The stated goals from Policy 1902 are:

1. To enroll and graduate American Indians and other minorities in proportion to their representation in the state's population. In measuring the outcome of this goal it is expected that the students would originate from the State of Montana and that the proportional representation would apply both at the undergraduate and graduate levels. Further, it is expected that the minority students would have comparable levels of achievement with non-minority students.
2. To increase the employment of American Indians and other underrepresented minorities in administrative, faculty and staff positions to achieve representation equal to that of the relevant labor force.
3. To enhance the overall curriculum by infusion of content which enhances multicultural awareness and understanding.

Each of the Montana University System campuses submitted a detailed report with the following sections:

- A. Institution Information
- B. Policy and Structure
- C. Enrollment by Ethnicity
- D. Completions
- E. Fee Waivers
- F. Scholarships
- G. Tenured Faculty
- H. Tenured-Track Faculty
- I. Adjunct Faculty
- J. Staff
- K. Training
- L. Courses
- M. Cooperative Agreements
- N. Indian Languages
- O. Teacher Education
- P. Action Plans

TO:

These individual campus reports provide a wealth of information regarding each campus' efforts to accomplish their goals for multicultural diversity. Additionally, data related to enrollment, degree completions, faculty and staff numbers, and fee waivers are summarized in a MUS Diversity Report. The on-line reports contain over 10 years of historical data. All of the reports can be obtained on-line at: <http://mus.montana.edu/reports/diversity/index.htm>

The Executive Summary that I have provided to you today is intended to be a concise response to the goals established in Policy 1902. The summary is also designed to provide you an update from the last time the report was given, July 2003. If you are interested in seeing the details by campus or for more years, please go to the web site identified above.

If you have any questions, I would be happy to try and answer them.



**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** Campus Quality Reports

**DATE:** September 21 – 23, 2005

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In September 2004, the Board of Regents unanimously endorsed item 124-101-R0904 that defined "Quality" for the Montana University System and the measures that would be used to determine whether quality was being achieved. The measures that were adopted were:

- 1) Number of graduates;  
Percentage of graduates employed or continuing their education;  
Employer satisfaction with graduates;  
Average GPA and ACT score of entering students.
  
- 2) Student scholarship;  
Numbers of students who participate in research and activities similar to the ones listed under faculty scholarship;  
Faculty scholarship, using numbers of articles, books, creative endeavors, competitive research grants, presentations, etc.;  
Student honors, including national awards, licensure pass rates, etc.
  
- 3) Expenditures per FTE student;  
Student/faculty ratio;  
Number of courses and SCH per faculty member.
  
- 4) Tuition as percentage of median family income;  
Percentage of students who receive financial aid/scholarships, and average amount;  
Partnerships and outreach (a narrative from each campus);  
Number of students admitted, by residency and ethnicity;  
Number of patents and technology transfer agreements.

Thanks to Jim Rimpau, from Montana State University, for developing a template to report on these measures. We asked each campus to complete the template, and have provided these to you for your review. These are campus reports--unedited and not validated by my office. Some reports are quite detailed and some are quite sketchy. One campus, MSU Northern, was not able to complete the template.

Since this is our first attempt to report on the quality measures, your feedback would be helpful. If this is the type of report you contemplated, then we will work at ensuring the completeness and accuracy of the data and

TO:

then post the reports to the Regents web site. If this format is not what you had in mind, then we will go back to the drawing board.

If you have questions regarding the project, I will be happy to try and answer them. Jim Rimpau will also be available to respond to your questions, as will the other campus data gurus.

**Board of Regents Quality Indicators  
Montana State University-Bozeman, March 2005**

<b>Fall Residency Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
<i>Resident</i>		8671	8830	8961	9158	9049
<i>Non Resident</i>		2714	2458	2516	2487	2557
<i>WUE</i>		376	457	457	490	397
<b>Total</b>		<b>11,761</b>	<b>11,745</b>	<b>11,934</b>	<b>12,135</b>	<b>12,003</b>

<b>Fall Diversity Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American		38	34	49	47	60
American Indian		211	225	229	223	244
Asian/Pacific Islander		80	87	102	122	140
Hispanic		133	128	135	137	141
White		10,005	10,079	10,330	10,547	10550
Unknown		925	877	791	761	578
Non-resident Alien		369	315	298	298	290
<b>Total</b>		<b>11,761</b>	<b>11,745</b>	<b>11,934</b>	<b>12,135</b>	<b>12,003</b>

<b>Entering Freshmen Scores</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
GPA		3.30	3.28	3.29	3.31	3.31
ACT		23.10	22.90	23.10	23.10	23.20

<b>Student Scholarship</b>						<b>Fall 04</b>
UGs in Core Research Courses						640

<b>Student Honors</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	
Regents' Scholars in Entering Freshman Class						127
NCLEX-RN (Nursing) Exam Pass Rate (national rate)	94% (87%)	95% (88%)	93% (89%)	88% (85%)	92% (87%)	
Family Nurse Practitioner Certification Rate	100%	100%	100%	100%	100%	
CPA Exam Pass Rate (national rate)	65% (17%)	67% (18%)	85% (19%)	69% (20%)		
Fundamentals of Engineering Fall Exam Pass Rate (national rate)	88% (82%)	96% (79%)	94% (79%)	95% (80%)	88% (78%)	

<b>Number of Graduates</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Specialist	1	N/A	N/A	1	N/A	
Bachelors	1,712	1,672	1,828	1831	1,821	
Masters	315	327	320	307	375	
Doctorates	32	30	36	41	42	
<b>Total</b>	<b>2,060</b>	<b>2,029</b>	<b>2,184</b>	<b>2,180</b>	<b>2,238</b>	

<b>Success of Graduates</b>		<b>2003</b>	<b>2004</b>
Surveyed/Responded		2180/1336	2200/1530
% Employed/Further Education		88% coming soon	

<b>Employer Satisfaction</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
Response from Employers at Career Fair 2004	32%	45%	21%	1%	1%	100%
Response from Employer Interview 2004	24%	52%	24%	0%	0%	100%

## Comments from Employers at Career Fair 2004:

"When a student comes out of Montana State University, they not only have the technical ability to perform well but also the work ethic to succeed", Clark Nuber CPAs & Consultants.

"We have found that MSU produces an excellent crop of graduates each and every year. These graduates not only possess the latest concepts, theories and practical applications, they also have an excellent work ethic and superb team skill.", Fluor Government Group.

"MSU consistently produces talented graduates with a strong work ethic and significant research and intern experience", ConocoPhillips.

<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>
Montana Median Income	32,777	32,126	34,835	34,108	35,137
Resident Tuition & Fees	2,965	3,079	3,381	3,807	4,145
%	9.0%	9.6%	9.7%	11.2%	11.8%

\*\*projected median

<b>Undergraduate Financial Aid</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Percent of UG on Financial Aid	70	70	57	62	63
Avg. Full-Time UG Need Based	\$2,552.00	\$2,978.00	\$3,378.66	\$3,569.60	\$3,817.04

<b>Student Faculty Ratio</b>	<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
	17:1	16:1	16:1	17:1	17:1

<b>Teaching productivity</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Student Credit Hours Taught per Faculty FTE	259	236		
Relative to national mean	139%	128%	avail 8/05	avail 8/06
Course Sections Taught per Faculty FTE	4.3	4.0		
Relative to national mean	155%	145%	avail 8/05	avail 8/06

<b>Faculty Scholarship</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Refereed journal articles per T/TT faculty FTE	1.95		
Relative to national mean	182%	available 5/05	available 5/06
Books published with an academic press per T/TT faculty FTE	0.12		
Relative to national mean	201%	available 5/05(?)	available 5/06
Juried shows/performances/readings/exhibitions per T/TT faculty FTE	0.52		
Relative to national mean	99%	available 5/05(?)	available 5/06

### **Partnership and Outreach Narrative**

MSU has formed partnerships with more than 200 Montana companies. Business assistance includes TechLink, Montana Manufacturing Extension Center, Mil-Tech, College of Business Entrepreneurship Center, SBIR Assistance, and TechRanch. 58 of the FY04 tech transfer licenses are with Montana companies. In FY04 MSU faculty, staff, and students spent \$178 million in state. Outreach successes through the Extension service in FY04 include family and consumer sciences projects, agriculture partnerships, 4-H youth development programs, and community development.

<b>Patents/Technology Transfer</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Number of Patents Held	27	29	29	69	107
Number of License/Option Agreements Held	29	42	42	41	87
Research Expenditures	\$61,031,15	\$61,023,15	\$66,030,29	\$82,353,32	\$87,964,95
	0	5	1	3	8

<b>Expenditures</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
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Expend/Annual Student FTE	4,087		4,313	4,561	4,749
TOTAL EXPENDITURES	38,807,674	40,244,811	42,516,122	43,013,285	45,044,704

**Notes and Data Sources:**

**Fall Residency Headcount:** Grand Total All Students, Common Data Set, B1

**Fall Diversity Headcount:** Grand Total All Students, Common Data Set, B1

**Entering Freshmen Scores:** Total Entering Freshmen (full/part time) from Common Data Set, C1

**Student Scholarship:** Banner Enrollment Data

**Number of Graduates:** Common Data Set, B3

**Success of Graduates:** Career Services "Success of Graduates" Survey

**Employer Satisfaction:** Employer survey/interview response from the annual MSU Career Fair

**Tuition as % of Median Household Income:** <http://www.census.gov/hhes/income/histinc/h08.html>

**Undergrad. Financial Aid:** Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.

**Student Faculty Ratio:** Common Data Set, I2

**Teaching productivity:** The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group

**Faculty Scholarship:** The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group

**Partnership and Outreach Narrative:** Vice President for Research, Extension

**Patents/Technology Transfer:** AUTM Reports, V. P. for Research, Creativity and Technology Transfer at MSU-Bozeman

**Expenditures:** Report CHExx1, Instruction (only) \$ divided by Total FY FTE Students

**Board of Regents Quality Indicators  
Montana State University-Billings, June 2005**

<b>Fall Residency Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
<i>Resident</i>		4009	4031	4083	4345	4337
<i>Non Resident</i>		121	133	151	133	153
<i>WUE</i>		166	179	173	192	212
<b>Total</b>		<b>4,296</b>	<b>4,343</b>	<b>4,407</b>	<b>4,670</b>	<b>4,702</b>

<b>Fall Diversity Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American		20	25	24	23	30
American Indian		243	274	271	259	261
Asian/Pacific Islander		38	50	40	48	51
Hispanic		104	107	113	117	125
White		3,618	3,627	3,729	3,986	3,987
Unknown		251	229	203	210	213
Non-resident Alien		22	31	27	27	35
<b>Total</b>		<b>4,296</b>	<b>4,343</b>	<b>4,407</b>	<b>4,670</b>	<b>4,702</b>

<b>Entering Freshmen Scores</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
GPA		2.97	3.01	2.97	2.98	3.13
ACT		21.00	21.00	20.80	20.80	20.70

<b>Student Scholarship</b>						<b>Fall 04</b>
UGs in Core Research Courses						

<b>Student Honors</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Chancellor's Scholarship Recipients	--	--	--	4	4	4
Student Publications-College of Business	1	2	1	2	--	--
Teacher Certification # Students	147	130	140	129	138	--
University Honor Roll	--	885	944	882	988	953
University Honor's Program # Students	--	--	--	69	175	212

<b>Number of Graduates</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Certificate	36	23	11	27	14	
AA	130	145	135	142	171	
Specialist	0	0	0	0	0	
Bachelors	522	505	513	519	517	
Masters	107	116	107	103	136	
Doctorates	0	0	0	0	0	
<b>Total</b>	<b>795</b>	<b>789</b>	<b>766</b>	<b>791</b>	<b>838</b>	

<b>Success of Graduates</b>			<b>2003</b>	<b>2004</b>	
Surveyed/Responded			519/391	514/415	
% Employed/Further Education			92%	94%	

<b>Employer Satisfaction</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
Response from Employers at Career Fair 2004	17%	51%	29%	3%	0%	100%

Comments from Teacher Recruitment Interviews 2004:

"MSU-Billings candidates have always seemed to be very well prepared academically".

"MSU-Billings candidates are very well prepared; very well organized; very friendly-great candidates!"

"MSU-Billings students are eager to be hired; have great passion for teaching, their professors, their institution; good interview qualities-calm, open, honest."

"MSU-Billings students are confident in their grasp of discipline; have well thought-out responses and a nice appearance."

<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	

Resident Tuition & Fees	2,922	3,052	3,429	3,799	4,180
%	8.9%	9.5%	9.8%	11.1%	11.9%

**\*\*projected median**

<b>Undergraduate Financial Aid</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Percent of UG on Financial Aid	67	68	64	65	67
Avg. Full-Time UG Need Based	\$3,336.00	\$3,301.00	\$3,724.00	\$3,937.00	\$4,328.00

<b>Student Faculty Ratio</b>	<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
	18:1	18:1	18:1	20:1	18:1

<b>Teaching productivity</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Student Credit Hours Taught per Faculty FTE	286	274		
Relative to national mean	127%	119%	avail 8/05	avail 8/06
Course Sections Taught per Faculty FTE	3.9	4.3		
Relative to national mean	104%	110%	avail 8/05	avail 8/06

<b>Faculty Scholarship</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
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Montana State University-Billings did not participate in the Delaware Study of Faculty Out-of-Classroom Activity.

<b>Partnership and Outreach Narrative</b>
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Various outreach programs include the Center for Applied Economic Research, Computer Assisted Telephone Interviewing Lab, Small Business Institute, Cisco Academy Training Center, Job Service State of Montana, Montana Business Incubator, Billings Economic Development Council, St. Vincent's Hospital, Deaconess Billings Clinic, ConocoPhillips, ExxonMobile, Wells Fargo, YMCA, Head Start, ACT Training Center, Billings Public Schools, Big Horn Teacher's Grant, Montana Center on Disabilities, Heartland Athletic Conference, Yellowstone Public Radio, United States Geological Survey Water Resources Division, and participation in Leadership Montana.

<b>Patents/Technology Transfer</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Number of Patents Held	NA	NA	NA	NA	NA
Number of License/Option Agreements Held	NA	NA	NA	NA	NA
Research Expenditures	\$214,224	\$233,246	\$484,157	\$601,452	\$528,701

<b>Expenditures</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Instructional Expend/Annual Student FTE	2,979	3,056	3,115	3,226	3,189
TOTAL INSTRUCTIONAL EXPENDITURES	11,572,290	11,728,782	12,207,737	12,780,873	13,274,212

**Notes and Data Sources:**

**Fall Residency Headcount:** Grand Total All Students, Common Data Set, B1

**Fall Diversity Headcount:** Grand Total All Students, Common Data Set, B1

**Entering Freshmen Scores:** Total Entering Freshmen (full/part time) from Common Data Set, C1

**Student Scholarship:** Banner Enrollment Data

**Number of Graduates:** Common Data Set, B3

**Success of Graduates:** Graduates Survey

**Employer Satisfaction:** Employer survey/interview response from the annual Career Fair

**Tuition as % of Median Household Income:** <http://www.census.gov/hhes/income/histinc/h08.html>

**Undergrad. Financial Aid:** Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.

**Student Faculty Ratio:** Common Data Set, I2

**Teaching productivity:** The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group

**Faculty Scholarship:** The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group

**Partnership and Outreach Narrative:** Vice President for Research, Extension

**Patents/Technology Transfer:** AUTM Reports, V. P. for Research, Creativity and Technology Transfer

**Expenditures:** Report CHExx1, Instruction (only) \$ divided by Total FY FTE Students

**Board of Regents Quality Indicators  
Montana University System Campus, March 2005**

<b>MONTANA STATE UNIVERSITY - GREAT FALLS</b>		<b>COLLEGE OF TECHNOLOGY</b>				
<b>Fall Residency Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Resident		1176	1292	1358	1454	1413
Non Resident		15	13	19	14	28
WUE						
<b>Total</b>		<b>1,191</b>	<b>1,305</b>	<b>1,377</b>	<b>1,468</b>	<b>1,446</b>
<b>Fall Diversity Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American		14	12	19	20	20
American Indian		68	83	78	95	71
Asian/Pacific Islander		18	15	12	21	20
Hispanic		12	16	24	28	21
White		861	1,006	1,124	1,182	1,170
Unknown		218	173	120	122	142
Non-resident Alien						2
<b>Total</b>		<b>1,191</b>	<b>1,305</b>	<b>1,377</b>	<b>1,468</b>	<b>1,446</b>
<b>Entering Freshmen Scores</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
GPA *						
ACT **						
<b>Student Scholarship</b>						<b>Fall 04</b>
UGs in Core Research Courses						
<b>Student Honors</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	
* We have open access and grade point doesn't determine entrance into our institution.						
** With open access to our institution these tests are not required.						
<b>Number of Graduates</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>
Specialized Endorsements		2	4	8	3	1
Certificate		27	29	31	62	36
Associate Degrees		110	90	127	131	140
<b>Total</b>	<b>0</b>	<b>139</b>	<b>123</b>	<b>166</b>	<b>196</b>	<b>177</b>
<b>Success of Graduates</b>				<b>2003</b>	<b>2004</b>	
Surveyed/Responded						
% Employed/Further Education						
<b>Employer Satisfaction</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees						
%	0.0%	0.0%	0.0%	0.0%	0.0%	
<b>**projected median</b>						
<b>Undergraduate Financial Aid</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Percent of UG on Financial Aid						
Avg. Full-Time UG Need Based						
<b>Student Faculty Ratio</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>



Teaching productivity			Fall 01	Fall 02	Fall 03	Fall 04

Student Credit Hours Taught per Faculty FTE  
 Relative to national mean  
 Course Sections Taught per Faculty FTE  
 Relative to national mean

Faculty Scholarship			2002	2003	2004	

Partnership and Outreach Narrative						

Patents/Technology Transfer	FY00	FY01	FY02	FY03	FY04	

Number of Patents Held  
 Number of License/Option Agreements Held  
 Research Expenditures

Expenditures	FY00	FY01	FY02	FY03	FY04	

Expend/Annual Student FTE  
 TOTAL EXPENDITURES

**Notes and Data Sources:**

**Fall Residency Headcount:** Grand Total All Students, Common Data Set, B1

**Fall Diversity Headcount:** Grand Total All Students, Common Data Set, B1

**Entering Freshmen Scores:** Total Entering Freshmen (full/part time) from Common Data Set, C1

**Student Scholarship:** Banner Enrollment Data

**Number of Graduates:** Common Data Set, B3

**Success of Graduates:** Graduates Survey

**Employer Satisfaction:** Employer survey/interview response from the annual Career Fair

**Tuition as % of Median Household Income:** <http://www.census.gov/hhes/income/histinc/h08.html>

**Undergrad. Financial Aid:** Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.

**Student Faculty Ratio:** Common Data Set, I2

**Teaching productivity:** The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group

**Faculty Scholarship:** The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group

**Partnership and Outreach Narrative:** Vice President for Research, Extension

**Patents/Technology Transfer:** AUTM Reports, V. P. for Research, Creativity and Technology Transfer

**Expenditures:** Report CHExx1, Instruction (only) \$ divided by Total FY FTE Students

**Board of Regents Quality Indicators  
University of Montana-Missoula, March 2005**

<b>Fall Residency Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
<i>Resident</i>		8,879	9,211	9,635	10,054	10,163
<i>Nonresident</i>		3,115	3,089	3,053	2,813	2,882
<i>WUE</i>		419	368	340	485	513
<b>Total</b>		<b>12,413</b>	<b>12,668</b>	<b>13,028</b>	<b>13,352</b>	<b>13,558</b>

<b>Fall Diversity Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American		51	56	52	61	71
American Indian/Alaska Native		375	416	455	463	491
Asian/Pacific Islander		127	125	144	141	149
Hispanic		154	182	183	187	191
White		10,802	11,053	11,360	11,333	11,372
Unknown		514	498	517	869	951
Nonresident Alien		390	338	317	298	333
<b>Total</b>		<b>12,413</b>	<b>12,668</b>	<b>13,028</b>	<b>13,352</b>	<b>13,558</b>

<b>Entering Freshmen Scores</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
High School GPA		3.2	3.2	3.3	3.2	3.3
ACT		22.3	22.4	22.1	22.5	22.3

<b>Student Scholarship</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Undergraduates in Honors Courses		699	656	820	886	1,028

<b>Student Honors</b>		<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
National Ranking-Graduate Students taking CPA Exam	1st of 69	12th of 55	12th of 58	9th of 78	not yet avail	
Montana Bar Exam Pass Rate	93%	93%	73%	76%	87%	
Pharmacy Licensure Pass Rate (national rate)	99% (87%)	100% (82%)	96% (88%)	90% (88%)	100% (89%)	
Physical Therapy Licensure Pass Rate (national rate)	na	na	98% (92%)	98% (76%)	98% (72%)	

<b>Number of Graduates</b>		<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Certificates		101	90	70	64	37
Associate's Degrees		146	147	188	187	207
Bachelor's Degrees		1,665	1,684	1,752	1,690	1,808
Master's & Post-Master's Certificates		429	421	470	435	473
First Professional Degrees		70	83	121	118	134
Doctorates		33	26	37	33	38
<b>Total</b>		<b>2,444</b>	<b>2,451</b>	<b>2,638</b>	<b>2,527</b>	<b>2,697</b>

<b>Time to Degree</b>					<b>2004</b>
Average Undergraduate Time to Degree					4.88 Years

<b>Success of Graduates</b>			<b>2002</b>	<b>2003</b>	<b>2004</b>
Number Surveyed/Responded			2586/1319	2514/1263	2672/1405
% Employed/Further Education			75%/25%	71%/27%	80%/18%

<b>Employer Satisfaction</b>					
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Of the employers responding to the on-campus recruiting evaluation survey, 85% ranked UM-Missoula as "Good" or "Excellent" in the quality of its students.

Some quotes from the employer surveys collected at the annual Job Fair:

"...students were very engaged and qualified"

"... great program - good group of students!"

<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>
Montana Median Income	32,777	32,126	34,835	34,108	<b>35,505</b>
Resident Tuition & Fees	2,967	3,066	3,642	4,131	4,260

% 9.1% 9.5% 10.5% 12.1% 12.0%  
**\*\*projected median**

	FY00	FY01	FY02	FY03	FY04
<b>Undergraduate Financial Aid</b>					
Percent of Undergraduates on Financial Aid	68.3%	71.5%	75.8%	74.9%	77.0%
Avg. FT UG Need Based Gift Aid (recipients only)	\$2,568	\$2,871	\$3,236	\$2,981	\$3,504

	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
<b>Student Faculty Ratio</b>					
	22:1	19:1	21:1	21:1	20:1

	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
<b>Teaching productivity</b>					
Student Credit Hours Taught per Faculty FTE	245	270	248		
Relative to national mean	107%	126%	111%	avail 8/05	avail 8/06
Course Sections Taught per Faculty FTE	3.6	3.3	3.1		
Relative to national mean	129%	127%	115%	avail 8/05	avail 8/06

	2002	2003	2004	2005
<b>Faculty Scholarship</b>				
				available 5/06

### Partnership and Outreach Narrative

UM, in partnership with local economic development groups, has created the 32,000 sq. ft. Montana Technology Enterprise Center, which currently houses and provides logistical support for 18 technology-based companies. Many of these companies, and several more not housed in MonTEC, were started with technology from UM. UM's economic outreach has expanded from its NorCor project in the western part of the State, to reach 21 eastern Montana counties. Plans are underway, through UM's leadership, to create an economic "Hub" in eastern Montana to foster economic growth.

	FY00	FY01	FY02	FY03	FY04
<b>Patents/Technology Transfer</b>					
U.S. Patents Held (number)	15	17	20	22	23
License/Option Agreements Held (number)	12	13	14	15	19
Research Expenditures	\$26,982,842	\$31,462,757	\$35,336,666	\$40,810,074	\$46,314,588
Sponsored Research Award Volume	\$39,100,000	\$48,200,000	\$50,200,000	\$60,900,000	\$65,700,000

	FY00	FY01	FY02	FY03	FY04
<b>Expenditures</b>					
Expend/Annual Student FTE	\$3,904	\$3,912	\$4,077	\$4,425	\$4,432
TOTAL EXPENDITURES	\$44,075,409	\$44,481,724	\$47,437,382	\$52,308,554	\$53,246,330

### Notes and Data Sources:

**Fall Residency Headcount:** Regent's Enrollment Reports

**Fall Diversity Headcount:** Grand Total All Students, Common Data Set, B1

**Entering Freshmen Scores:** Total Entering Freshmen (full/part time) from Common Data Set, C1

**Student Scholarship:** School/Departmental Data

**Number of Graduates:** Common Data Set, B3

**Success of Graduates:** Graduate Survey

**Employer Satisfaction:** Surveys completed by businesses attending the annual Job Fair

**Tuition as % of Median Household Income:** <http://www.census.gov/hhes/income/histinc/h08.html>

**Undergrad. Financial Aid:** Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.

**Student Faculty Ratio:** Common Data Set, I2

**Teaching productivity:** The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group

**Partnership and Outreach Narrative:** Vice President for Research & Development

**Patents/Technology Transfer:** AUTM Reports, Vice President for Research & Development

**Expenditures:** Report CHExx1, Instruction (only) \$ divided by Total FY FTE Students

**Board of Regents Quality Indicators  
The University of Montana -Western ----- April 2005**

<b>Board of Regents Quality Indicators The University of Montana -Western ----- April 2005</b>						
<b>Fall Residency Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
<i>Resident</i>		998	1010	993	970	974
<i>Non Resident</i>		59	45	41	39	45
<i>WUE</i>		103	108	108	119	127
<b>Total</b>		<b>1,160</b>	<b>1,163</b>	<b>1,142</b>	<b>1,128</b>	<b>1,146</b>
<b>Fall Diversity Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American		8	5	5	9	4
American Indian		52	27	29	35	41
Asian/Pacific Islander		13	14	27	20	22
Hispanic		22	25	24	28	20
White		959	973	936	861	951
Unknown		102	117	115	172	102
Non-resident Alien		4	2	6	3	6
<b>Total</b>		<b>1,160</b>	<b>1,163</b>	<b>1,142</b>	<b>1,128</b>	<b>1,146</b>
<b>Entering Freshmen Scores</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
GPA (high school)		2.99	3.02	2.95	2.99	2.98
ACT (all first-time students, FT & PT)		19.75	19.23	19.26	18.83	19.71
<b>Number of Graduates</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Associates	39	33	23	45	34	
Bachelors	169	148	163	164	131	
<b>Total</b>	<b>208</b>	<b>181</b>	<b>186</b>	<b>209</b>	<b>165</b>	
<b>Success of Graduates</b>					<b>2003</b>	<b>2004</b>
Surveyed/Responded					48%	NA
% Employed/Further Education					93%	NA
<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition* & Fees	\$ 2,738	\$ 2,795	\$ 3,015	\$ 3,241	\$ 3,473	
%	8.4%	8.7%	8.7%	9.5%	9.9%	
*average of lower & upper level resident rates						
**projected median						

<b>Undergraduate Financial Aid</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Percent of UG on Financial Aid	75%	75%	76%	77%	78%	
Avg. Full-Time UG Need Based (funded)	\$3,430	\$3,381	\$3,267	\$3,099	\$3,156	
<b>Student Faculty Ratio</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
		20:1	20:1	20:1	19:1	19:1
<b>Teaching productivity</b>			<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Student Credit Hours Taught per Faculty FTE			253.72	251.47	250.13	251.87
Relative to national mean						
Course Sections Taught per Faculty FTE			4.89	5.0	5.34	4.96
Relative to national mean						
<b>Expenditures</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Expend/Annual Student (FY)FTE	\$3,185	\$3,511	\$3,575	\$3,661	\$3,624	
TOTAL (Instruction only) EXPENDITURES	\$3,273,776	\$3,557,013	\$3,563,761	\$3,679,107	\$3,863,262	

**Board of Regents Quality Indicators**  
**Montana Tech of The University of Montana - March 2005**

<b>Fall Residency Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
<i>Resident</i>		1798	1814	1871	1984	1921
<i>Non Resident</i>		143	131	173	125	146
<i>WUE</i>		126	141	117	123	121
<b>Total</b>		<b>2,067</b>	<b>2,086</b>	<b>2,161</b>	<b>2,232</b>	<b>2,188</b>

<b>Fall Diversity Headcount</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American		5	5	4	6	7
American Indian		32	36	34	32	30
Asian/Pacific Islander		12	12	15	14	17
Hispanic		26	32	32	35	30
White		1798	1,752	1838	1,930	1857
Unknown		147	206	195	195	186
Non-resident Alien		47	43	42	20	61
<b>Total</b>		<b>2067</b>	<b>2,086</b>	<b>2161</b>	<b>2,232</b>	<b>2,188</b>

<b>Entering Freshmen Scores</b>		<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
GPA				3.16	3.21	3.19
ACT		23	22	22	23	22

<b>Student Scholarship</b>				<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
UGs in Undergraduate Research Program				25	50	56

<b>Student Honors</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	
Regents' Scholars in Entering Freshman Class	30	38.5	29.5	29.5	26.5	
NCLEX-RN (Nursing) Exam Pass Rate (national rate) Direct entry 2004		100% (88%)	87% (89%)	72.5% (85%)	89.1% (87%)	
Family Nurse Practitioner Certification Rate		86%	88%	94%		
Fundamentals of Engineering Fall Exam Pass Rate (national rate)		61% (79%)	62% (79%)	58% (80%)	53% (78%)	

<b>Number of Graduates</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Associates & Certificates	120	107	121	120	131	
Bachelors	241	241	243	238	269	
Masters	32	44	38	34	28	
Doctorates						
<b>Total</b>	<b>393</b>	<b>392</b>	<b>402</b>	<b>392</b>	<b>428</b>	

<b>Success of Graduates</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	
Surveyed/Responded	329/333	351/356	353/353	343/344		
% Employed/Further Education	94%	96%	97%	99%	coming soon	

<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>	
Montana Median Income	32,777	32,126	34,835	34,108	35,137	
Resident Tuition & Fees	2,978	3,123	3,635	3,994	4,375	
%	9.1%	9.7%	10.4%	11.7%	12.5%	
<b>**projected median</b>						

<b>Undergraduate Financial Aid</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Percent of UG on Financial Aid		55%	57%	61%	63%	
Avg. Full-Time UG Need Based		\$5,183	\$5,461	\$6,046	\$6,200	
<b>Student Faculty Ratio</b>						
		FY01	FY02	FY03	FY04	
		16.5:1	15.8:1	15.9:1	15.6:1	
<b>Teaching productivity</b>						
			Fall 01	Fall 02	Fall 03	
Student Credit Hours Taught per Faculty FTE			232.3	240.6	237.7	
Relative to national mean			125%	131%		
Course Sections Taught per Faculty FTE			6.5	6.1	6.5	
Relative to national mean			234%	221%		
<b>Faculty Scholarship</b>						
			2002	2003	2004	
Refereed publications per faculty FTE			0.66	0.64	0.75	
<b>Patents/Technology Transfer</b>						
	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Number of Patents Held	1	1	1	1	4	
Number of License/Option Agreements Held	2	2	2	2	2	
Research Expenditures	4,908,254	5,303,642	5,387,828	6,885,530	6,891,162	
<b>Expenditures</b>						
	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	
Expend/Annual Student FTE	4,208	4,195	4,585	4,841	4,897	
TOTAL EXPENDITURES	8,386,892	8,155,231	8,724,648	9,598,721	10,072,170	

**Expenditures:** Report CHExx1, Instruction (only) \$ divided by Total FY FTE Students

**Notes and Data Sources:**

**Fall Residency Headcount:** IPEDS

**Fall Diversity Headcount:** IPEDS

**Entering Freshmen Scores:** Admissions data

**Student Scholarship:** Banner Enrollment Data

**Number of Graduates:** Registrar

**Success of Graduates:** Career Services Placement Survey

**Tuition as % of Median Household Income:** <http://www.census.gov/hhes/income/histinc/h08.html>

**Undergrad. Financial Aid:** Common Data Set, H4 (percent), H2, K, full-time undergrad including freshmen.

**Student Faculty Ratio:** CHE103 FTE students/Contract faculty including summer

**Teaching productivity:** The Delaware Study of Instructional Cost and Productivity, average departmental score, average ratio of department to peer group

**Faculty Scholarship:** The Delaware Study of Faculty Out-of-Classroom Activity, average departmental score, average ratio of department to peer group

**Patents/Technology Transfer:** AUTM Reports, VCRGS

**Board of Regents Quality Indicators  
The University of Montana-Helena College of Technology, March 2005**

<b>Fall Residency Headcount</b>	<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Resident		777	809	870	852
Non Resident		3	6	5	8
WUE		6	7	8	4
<b>Total</b>	<b>0</b>	<b>786</b>	<b>822</b>	<b>883</b>	<b>864</b>

<b>Fall Diversity Headcount</b>	<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
African American			2		2
American Indian			32	30	27
Asian/Pacific Islander			9	8	5
Hispanic			19	21	17
White			725	774	742
Unknown			35	50	71
Non-resident Alien			0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>822</b>	<b>883</b>	<b>864</b>

<b>Entering Freshmen Scores</b>	<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
GPA	did not track	did not track	did nto track	do not track	2.71
ACT	NA	NA	NA	NA	NA

<b>Success of Graduates</b>	<b>2003</b>	<b>2004</b>
Surveyed/Responded	150/42	170/82
% Employed/Further Education	95%	93%

<b>Tuition as % of Median Household Income</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04**</b>
Montana Median Income	32,777	32,126	34,835	34,108	35,137
Resident Tuition & Fees	2,190	2,260	2,377	2,485	2,616
%	6.7%	7.0%	6.8%	7.3%	7.4%

**\*\*projected median**

<b>Student Faculty Ratio</b>	<b>Fall 00</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
			18:1	19:1	18:1

<b>Teaching productivity</b>	<b>Fall 01</b>	<b>Fall 02</b>	<b>Fall 03</b>	<b>Fall 04</b>
Student Credit Hours Taught per Faculty FTE	264	269	257	232
Relative to national mean				
Course Sections Taught per Faculty FTE	6.47	7.7	6.89	5.96
Relative to national mean				

<b>Expenditures</b>	<b>FY00</b>	<b>FY01</b>	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>
Expend/Annual Student FTE	\$2,437	\$2,668	\$2,704	\$3,048	\$3,029
<b>TOTAL EXPENDITURES</b>	<b>1,715,417</b>	<b>\$1,934,471</b>	<b>\$1,989,889</b>	<b>\$2,252,324</b>	<b>\$2,268,492</b>



**MEMO****September 20, 2005**

**TO:** Montana Board of Regents

**FROM:** Jan Clinard, Director of Academic Initiatives

**SUBJECT:** Writing Proficiency Initiative Information

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The Writing Proficiency Steering Committee has drafted a recommendation for Writing Proficiency as an information item for your consideration. We expect action on this item at the November 2005 meeting. Some background information may be useful, particularly for recently-appointed Regents.

In 1995, the Montana Board of Regents approved a policy requiring that the University System “adopt a uniform assessment tool to be used in determining if students or prospective students have the basic proficiencies in math and English to provide them a reasonable chance of success in postsecondary education.” In February 1998, Deputy Commissioner Stuart Knapp convened a small group of college and high school composition instructors to explore transitions for students from high school English classes to college freshman composition. That work led to the formation of a Composition Standards Committee, appointed jointly by Superintendent Nancy Keenan and Commissioner Dick Crofts, which first met in December 1998. During its first year, the committee studied the Board of Public Education’s K-12 Writing Content Standards, high school transcripts, freshman composition syllabi, and commercially available tests.

In 1999-2000, the Office of Public Instruction published “Looking Ahead to College Composition”; a subcommittee evaluated high school and college freshman essays, comparing them to standards and sorting them by “ready” and “not ready” for college; and plans were made to initiate a field test, since none of the readily available tests met criteria set by the committee. Committee Chair Dr. Beverly Ann Chin conveyed the Committee’s final report to the Board of Regents in May 2000. In July the Board approved the recommendation to initiate a three-year field test, based on the ACT Writing Sample, which used a rubric that could be adapted to Montana’s K-12 Content Standards and allowed for design work and scoring in Montana.

In October, Dr. Jan Clinard was hired to direct the project at OCHE and by November, over 50 high schools had volunteered to participate in the first field test. Since 2001, 21,518 students have taken the Montana Writing Assessment; 626 teachers, college instructors, and pre-service teachers have been trained in scoring and instructional strategies; and 115 high schools have voluntarily participated. Scores have steadily improved. In 2001, 47.6% of all test-takers scored below 3.0. In 2005, 23.6% of all test-

takers scored below 3.0 and of those students who indicated that they plan to attend a four-year campus of the Montana University System, 19.6% scored below 3.

In January 2004, recognizing that national college entrance examinations were adding writing samples, much like the writing assessment that had been field-tested in Montana since 2001, the Regents acted to postpone the adoption of specific admissions standards for writing and authorized implementation of the Montana Writing Assessment to serve as an alternative admissions standard to writing portions of the AP, CLEP, ACT, or SAT examinations.

In the spring of 2005, 1,921 students who applied to the University of Montana-Missoula and Montana State University-Bozeman took the ACT optional writing test and 2,033 students submitted SAT scores, which include an essay score. On September 7, the Writing Proficiency Steering Committee met to examine ACT, SAT and Montana Writing Assessment scores and draft a recommendation to the Board.

Having studied the scoring rubrics, student essays, K-12 Content Standards, and expectations for freshman composition, Committee members do not consider a score of 2.5 on the Montana Writing Assessment or its equivalent of 5.0 on the ACT or SAT writing samples to represent proficiency. However, the Committee recommends that the standard be "ramped up" to allow adequate preparation time for schools that have not been participating in the Montana Writing Assessment's professional development, to maintain current momentum, and to give campuses time to study consequences and alternatives. By 2009, Committee members believe that all students, schools, teachers, and campuses will be prepared for the standard that represents proficiency.

In conjunction with the Mathematics Proficiency Standard, passed in July 2003, this Writing Proficiency Standard will ensure that, *at the beginning of their programs*, students complete courses that teach the foundational skills in mathematics and composition needed for a successful post-secondary experience.

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**  
**Policy and Procedures Manual**

SUBJECT: ACADEMIC AFFAIRS

Policy 3xxxx – Writing Proficiency

***Effective***

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**I. Proposed Board Policy:**

A. Any student seeking admission to a four-year program at Montana State University- Bozeman, Montana State University-Billings, Montana State University-Northern, The University of Montana-Missoula, Montana Tech of The University of Montana, and The University of Montana-Western must satisfy a writing proficiency standard. That standard is as follows:

For Fall 2009 and the following years, students must earn a minimum score of:

- 7** on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT;
- 7** on the Essay or an equivalent score on the Writing Section of the SAT;
- 3.5** on the Montana University System Writing Assessment; or
- 3** or above on the AP English Language or English Literature Examination.

B. The writing proficiency standard will be phased in, beginning in Fall 2007.

1. For Fall 2007, students must earn a minimum score of:

- 5** on the Writing Subscore or 16 on the Combined English/Writing section of the Optional Writing Test of the ACT;
- 5** on the Essay or 390 on the Writing Section of the SAT;
- 2.5** on the Montana University System Writing Assessment, or
- 3** or above on the AP English Language or English Literature Examination.

2. For Fall 2008, students must earn a minimum score of:

- 6** on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT;
- 6** on the Essay or an equivalent score on the Writing Section of the SAT;
- 3** on the Montana University System Writing Assessment; or
- 3** or above on the AP English Language or English Literature Examination.

C. A student who has not yet demonstrated the ability to meet these standards

may be admitted to any other program of the Montana University System or be admitted provisionally to a four-year program. Before gaining full admission status to a four-year program, the student may prove that he/she has the appropriate proficiency in the following ways:

1. re-take one or more of the listed writing assessments to earn the required score;
2. earn a grade of C- or better in the composition course that is the prerequisite to the composition course that satisfies the general education program requirements described in Board Policy 301.10;
3. submit a letter to the admissions office documenting a disability that prevented him/her from adequately demonstrating proficiency in a test setting.

D. The following categories of students are exempt from the requirements of this policy:

1. non-traditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school);
2. summer-only students; and
3. part-time students taking seven or fewer college-level semester credits.

E. In lieu of the indicators set out in paragraphs A and B above, students may offer CLEP Subject Examinations in Composition if their score on the examination meets or exceeds the ACE Recommended Score for Awarding Credit of 50.

F. Institutions are authorized to exempt up to 15% of first-time, full-time undergraduates for students with special talents, minorities and others who demonstrate special needs (Policy 301.1 E).

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** Common Values for Grade Point Average Calculations

**DATE:** September 21 – 23, 2005

---

Montana Board of Regents' Policy 301.5.3, which was adopted by the Board at its May 2005 meeting, establishes minimum grade standards for the Montana University System. One of those standards requires that all campuses calculate a student's grade point average using common weights or value points for similar grades.

The following values will be used to determine grade point averages in the Montana University System:

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7
F	=	0.0

In establishing this new grade point calculation standard for the Montana University System, the following guidelines are also important:

- 1) a grade of A+ will not be awarded by institutions that make up the Montana University System. Although most grades can be differentiated, using a "+", that designation could cause significant confusion if it was applied to an "A" grade. The most common grading scale throughout the United States is a 4.0 system, which is the weight assigned to an "A" grade. The Montana University System could adopt a different standard, but it would almost certainly create problems for students who continue their studies outside the System.
- 2) similarly, a grade of F+ or F- will not be awarded by institutions that make up the Montana University System. If a student fails a class, the degree or amount of failure is unimportant. This guideline seems obvious, and is probably unnecessary. It is included here, however, in case the obvious answer is ever needed.
- 3) the common weights will be used for all grade point average

calculations beginning Fall Semester 2005.

4) grade point averages calculated before Fall Semester 2005, using the values in place on each campus at the time, will **not be recalculated**, using the new weights or values.

5) the new values should not be applied retroactively to grade point averages already calculated for students in the Montana University System. Decisions about those students' academic performance, including satisfactory progress, admission to limited enrollment programs, graduation and financial aid eligibility, have been made, using the grading scale in place at the time of those decisions. The decisions should not be invalidated because of a subsequent change in grade point average calculations.

6) if transfer students bring in grades, with pluses or minuses, those grades will be accepted by all institutions that make up the Montana University System. Again, this guideline seems obvious. But the question has already come up, and this guideline provides the obvious answer.

TO:

**TO:** Chief Academic Officers, Chief Student Affairs  
Officers, Registrars and Admissions Personnel

**FROM:** Roger Barber

**RE:** The "Starting Date" for the Minimum Grade Policy

**DATE:** July 12, 2005

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Earlier this summer, I sent most of you an e-mail message concerning the new minimum grade policy and some of the implementation issues concerning that policy. You will recall that:

- at the time the policy was adopted, in May 2005, the issue of "which students it should apply to" was presented to the Board. The Board decided that it should not affect students who are already currently part of the Montana University System.
- as a consequence, the Regents adopted the following implementation language: "The minimum grade policy will go into effect Fall Semester 2005, and will apply to all students who enter or are readmitted to the Montana University System or the three (3) community colleges that semester or subsequent semesters." The assumption, obviously, was that the policy would apply to the cohort of students who: 1) were new to the Montana University System as of Fall Semester 2005, including new transfer students; or 2) had been out of the Montana University System for a time and were being readmitted under the campus policies governing that process.
- following the May Regents' meeting, members of the Montana University System community contacted the Office of the Commissioner of Higher Education, asking what they should do with new transfer students who had already received an analysis of their previous coursework, based on the policies that were in place at that time but now have been changed because of the new System policy on minimum grades. The most common example, apparently, was a "D" grade in a class that had been accepted into the campus general education program. As you know, the new policy requires a "C- or better" for all general education programs.

After considering your feedback, I am proposing the following guidelines to assist you with this issue:

- 1) the Fall Semester 2005 implementation date should be honored.
- 2) that implementation date will have no impact on students who are new to the Montana University System and have never completed postsecondary coursework anywhere else.
- 3) that implementation date will **also** have no impact on students

who are currently a part of the Montana University System and are transferring to a new campus in the System. Those students have always been excluded from the provisions of the policy because they are not “new to the Montana University System;” they are just new to the campus they are moving to.

4) because of the quasi-contract that has been created by the “analysis of coursework” documents already completed for some transfer students, those agreements should be honored and the students should be permitted to rely on that information. The minimum grade standards set out in the new policy should apply to all of their subsequent coursework in the Montana University System, however.

5) the minimum grade policy should apply to all transfer student who are: a) new to the Montana University System; and b) have not received an analysis of their coursework based on the rules that were in place prior to the adoption of the policy.

6) in determining which students are “readmitted students,” campuses should use their own internal rules and definitions to decide if the new minimum grade policy applies to a student.

I will include this issue, as an informational item, on the September Board of Regents’ meeting agenda. The Board may well decide to modify. . .or clarify. . .the implementation date, based on that discussion. In the interim, however, these guidelines should give you some assistance.





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- Preparing for College
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# TRANSFER INFORMATION IN THE MONTANA UNIVERSITY SYSTEM

The decision to transfer to another college or university is never easy for students. That decision is complicated by all of the different rules and degree requirements on every campus. In order to reduce some of those problems, this website has been developed to assist students with the transfer process in the Montana University System. The website contains information on:



## SYSTEM INFORMATION



- Commissioner's Office
- Academic & Student Affairs
- Grants & Programs
- Press & Media Center
- Reports & Data
- Board of Regents
- Policies & Procedures
- Benefits & Insurance
- Employment
- Higher Education Resources
- Workforce Development

- **Policies** governing transfer in the Montana University System (MUS);
- Potential **difficulties** that might be encountered when transferring between campuses; and
- Some **suggestions** that might minimize those difficulties.

### Demonstrating Math Proficiency when Transferring from Two-year to Four-Year Programs:

In May 2005, the Board of Regents approved a statement describing how transfer students can demonstrate math proficiency. Policy 301.15 was revised to include this statement (see section D).

The courses described in item D. (1) of the Policy that bring students to the required proficiency level are colored gold in the

## SUGGESTION BOX



Do you have comments or suggestions regarding the management of the Montana University System?

If so, voice them using the online suggestion box.



Mathematics Coursework on Two-Year Campuses grid. Remedial courses (pink) and Program Specific courses (white) do not transfer into the MUS System Core or an approved general education program. Courses that transfer are coded green.

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## SUGGESTION BOX



Do you have comments or suggestions regarding the management of the Montana University System?

If so, voice them using the [online suggestion box](#).

## MINIMUM GRADES

In May 2005 the Montana Board of Regents adopted [Policy 301.5.3](#) governing minimum grades. Students in the Montana University System must earn minimum grades in their coursework before those classes can be used for graduation. The minimum grade standards are as follows:

- For classes used to satisfy a prerequisite or required class in a student's major, minor, option or certificate, students must earn a C- or better;
- For classes used to satisfy a general education requirement, students must earn a C- or better;
- For classes used as free or elective credits, students must earn a D- or better. *(Free or elective credits are additional credits that a student must earn in order to have the required number of total credits for a two-year or four-year degree. They are classes that are not used to satisfy the requirements of a major, minor, option, certificate or general education program.)*

## Higher Grade Standards

The policy allows individual programs to establish minimum grade standards that are higher than the minimums set out above. Higher minimum grade standards may apply to some or all of the courses used to satisfy the pre-requisites or required classes in a major, minor, option or certificate program, or classes used to satisfy a general education program. More information about programs that have established higher grade standards, can be found [here](#).

## Who Do the New Minimum Grade Standards Apply To?

The new grade standards **do not** apply to students who were taking classes in the Montana University System before Fall Semester 2005. Those students were excluded, because it seemed unfair to change the minimum grade rule in the middle of their educational careers. That exclusion continues to follow students, even if they change campuses within the Montana University System. The grade standards established by the degree-awarding campus prior to Fall Semester 2005, would apply to these students.



## "Plus and Minus" Grading

All of the campuses that make up the Montana University System have adopted a grading system that includes pluses and minuses. This means that faculty system-wide now have the right to award letter grades that include a plus or a minus (i.e., B+, B and B-; or C+, C and C-). Students should be aware of the following details, however:

- faculty members are not required to attach plus or minus to their letter grades. If they want to, they can. If they don't want to, they don't have to. That flexibility is based on the very important principle that faculty have the right to determine grades in their classes, based on



The new minimum grade standards **do apply** to students:

- who are new to the Montana University System as of Fall Semester 2005;
- who are new transfer students from outside the Montana University System, as of Fall Semester 2005;
- who are readmitted students, based on campus rules, as of Fall Semester 2005.

their evaluation of student work.

- the highest grade a student can earn is an A. An A+ grade is not possible.
- pluses and minuses will not be attached to an F. If a student has failed a class, the amount or degree of failure is unimportant.

[Transfer Policies](#)

[Transfer Home](#)

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## SUGGESTION BOX



Do you have comments or suggestions regarding the management of the Montana University System?

If so, voice them using the [online suggestion box](#).

# POLICIES GOVERNING TRANSFERS IN THE MUS

The governing board of the Montana University System, known as the Board of Regents, adopted several policies in March and May 2005 that govern the transfer of credits, establish procedures for the analysis of transfer credits and create alternatives for the completion of general education requirements in four-year degree programs.

A brief summary of the policies is set out below, with links to more specific information about each policy. **This information is only a summary of the transfer policies. Please use the links to learn more detailed information about each policy.**

The relevant policies are:

- A **System of Controls** policy that establishes deadlines for evaluation of transfer credits, documentation of evaluation decisions, and centralization of all evaluation records.
- **General Education Transfer** policies that create three different opportunities for transfer students within the Montana University System to satisfy the freshman and sophomore-level requirements in a general education program. Those three options are:
  1. completion of all of the lower-division (100- and 200-level) coursework in a campus-specific general education program;
  2. completion of the Montana University System general education core, if the transfer student has successfully earned more than 20 credits in that core at the time of his/her transfer; and
  3. completion of an Associate of Arts or Associate of Science degree.
- An **Outdated Coursework** policy guaranteeing that coursework completed in the last five years will be reviewed for possible use in a student's specific program of study; and coursework completed in the last fifteen years will be reviewed for possible use in



- [System of Controls](#)
- [General Education Transfer](#)
- [Outdated Coursework](#)
- [Minimum Course Grades](#)
- [Transfer of Credit Appeal Process](#)
- [Single Admissions File](#)
- [Undergraduate Degree Requirements: Associates Degrees](#)
- [Transfer Difficulties](#)
- [Transfer Suggestions](#)
- [Transfer Home](#)



a student's general education program or as elective coursework. Campuses are also free to review and accept coursework older than the guarantee periods.

- A **Minimum Course Grades** policy that requires students to earn a C- or better in courses required for a major, minor, option or certificate; a C- or better in all general education courses; and a D- or better in elective courses.
- A **Transfer of Credit** policy that establishes an appeal process for students who want to question or review the decisions that have been made about their transfer credits.
- A **Single Admissions File** policy that permits students already in the Montana University System to request that their admissions file information be sent to another unit of the System rather than creating an entirely new admissions file at the new campus.
- An **Undergraduate Degree Requirements: Associate Degrees** policy that sets out the differences and expectations for an Associate of Applied Science degree, an Associate of Arts degree and an Associate of Science degree.
  - An Associate of Applied Science degree is ordinarily not a transferable degree and the coursework in that degree may not be accepted if a student decides to go on to a four-year program.
  - Associate of Arts and Associate of Science degrees are designed for transfer into four-year programs.

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September 21 – 23, 2005

**ITEM 128-101-R0905**  
**Transfer Audit Policies**

**An Assessment Plan for the**

**THAT:** The Montana Board of Regents adopt six (6) assessment models for the recently-enacted transfer audit policies. The assessment models are set out as an attachment to this item.

**EXPLANATION:** The Legislative Audit of Transfer of Credit practices in the Montana University System recommended an assessment process for the policies that were adopted in response to the audit. The specific recommendation was as follows:

*“We recommend the Regents:*

*“A. Periodically collect transfer data to assess system-wide policy compliance.*

*“B. Utilize reported data to make informed decisions.”*

Following the adoption of the last transfer audit policies at the May 2005 Board of Regents' meeting, a work group developed the assessment models for each of the new policies. The work group was made up of representatives from the institutional research operations throughout the Montana University System, and was chaired by Jim Rimpau from Montana State University-Bozeman.

The assessment models should assist the Montana Board of Regents in determining:

- 1) whether the campuses of the Montana University System are complying with the policies;
- 2) what the underlying reasons might be, if compliance is a problem, and what might be done to fix those problems;
- 3) whether the policies are achieving the solutions that were envisioned at the time of their enactment; and
- 4) whether the policies should be changed, if they are not achieving the desired results.

## ITEM 128-101-R0905 Attachment 1

### **Policy 301.12 Undergraduate Degree Requirements; Associate Degrees and Certificates of Applied Science**

**ASSESSMENT:** Associate Degrees that are designed for transfer to a four-year institution will normally be 60 credit programs and include an approved general education component. Exceptions to these requirements must be approved by the Board of Regents. An inventory of these modified programs will be maintained by OCHE staff.

Certificate of Applied Science programs should meet the characteristics described in item 3(b) in this policy. Exceptions to this must be approved by the Board of Regents. An inventory of programs that are approved as exceptions will be maintained by OCHE staff.

Associate of Applied Science degree programs should meet the characteristics described in item 3(d) in this policy. Exceptions to this must be approved by the Board of Regents. An inventory of programs that are approved as exceptions will be maintained by OCHE staff.



**ITEM 128-101-R0905 Attachment 2****Policy 301.10****General Education Transfer Policies**

**ASSESSMENT:** Technical compliance with this policy requires all campuses of the Montana University System to track the completion and non-completion rate of general education programs for undergraduate transfer students. Each campus should also publish information related to the availability of the block transfer program. A campus in compliance should be able to report the following items:

1. The number of incoming undergraduate transfer students from MUS institutions who have completed the lower division coursework in an approved general education program. The report should include both the number and percent of MUS transfer students who have completed the requirement.
2. The Montana University System Core:
  - a.) The total number of incoming undergraduate transfer students from MUS institutions.
  - b.) The number (and percent) of incoming undergraduate transfer students from MUS institutions who have completed less than 20 general education credits and can not be eligible for MUS Core transfer.
  - c.) The number (and percent) of students who might be eligible for the Core transfer. This is the difference between the total (a) and the number from (b).
  - d.) Of the number reported in (c), the number (and percent) that have completed more than 20 general education credits and satisfy the MUS Core requirements.
  - e.) Of the number reported in (c), the number (and percent) that have completed more than 20 general education credits and completed the approved general education program at their new campus.
3. The number of incoming undergraduate transfer students who have completed an Associate of Arts or Associate of Science degree at an MUS institution.

**ITEM 128-101-R0905 Attachment 3****ITEM 127-105-R0505  
Practical Nursing Programs****Guidelines for Licensed**

**ASSESSMENT:** Technical compliance with this policy requires all LPN programs to conform to the program model described in the policy. A program in compliance should be able to answer 'yes' to the following four questions:

1. Is an LPN Certificate awarded upon completion?
2. Is the LPN program 50 credits?
3. Does the LPN program include the common set of pre-nursing courses (24 credits)?
4. Does the LPN program include the common set of nursing courses plus a 2 credit scope of practice course (26 credits total)?

This policy goes on to say that "Transfer between LPN programs, and between LPN and RN programs, should be significantly enhanced under this proposal ...".

To ensure that is actually happening, each Nursing program should produce an annual report to the Board of Regents that includes the following statistics:

- Three, four, and five year Completion Rates
- Retention Rates for students admitted to an LPN or RN program
- Student Count from LPN "stop out point" – the number of students who complete the LPN and do not continue into the RN program
- Student Count continuing to RN programs
- Pass Rates on licensure exams
- Numbers of students transferring within and between Montana University System programs

**ITEM 128-101-R0905 Attachment 4****Policy 301.5.3 Minimum Grades**

**ASSESSMENT:** In section 1 of this policy, minimum grades are established for general education requirements (part b), prerequisites/courses in the major (part c), and for "free electives" (part a). Individual programs may set higher minima than these (section 2 of the policy), but must notify OCHE of their requirements, and OCHE will then make this information available to students and to the other units.

Assessment from an overall perspective can be limited to ensuring that each campus has the graduation requirements in place. At the detail level, periodic audits of graduating student transcripts could be performed. These are often performed for accreditation purposes, so audits for compliance with this policy could be coupled to accreditation reviews. OCHE could request that additional audits be conducted by campus Registrars on an as needed basis.

Individual programs with higher minima that file detailed descriptions of these higher requirements will be deemed to have met this requirement. A periodic review of appeals of transfer reviews and graduation petitions will be required to detect situations where higher standards are being applied without prior notification of OCHE. Campus Registrars will maintain records of these appeals that will be provided to OCHE upon request.

Section 3 of this policy mandates the adoption of a plus and minus grading system for all units within the MUS, and with equal point values (for GPA computation) given on all campuses. Compliance with this policy will be assessed by simply ensuring that published materials include this policy and that Banner has been appropriately programmed on all campuses to assign the appropriate values.

Section 4 requires that no student graduate with less than a cumulative GPA of 2.00., which is current Regents' Policy as it stands, so no further assessment beyond what is currently practiced should be required.

## ITEM 128-101-R0905 Attachment 5

### Policy 301.5.2

### Outdated Coursework

**ASSESSMENT:** This policy assures that appropriate credit will be given to postsecondary coursework from accredited institutions being transferred to MUS campuses. Specifically, the policy guarantees that courses will not be removed from consideration solely on the basis of the time in which they were taken

To assure that course credit will be given in a consistent and timely manner, full implementation of the Transfer Articulation Module of Banner must be in place. Objective evaluation of transfer credits will occur in a central office (registrar or admissions). This office will be the central mechanism through which all responses from students and academic departments will flow and will have a published policy as well as procedures manual indicating the procedural and time guidelines by which all coursework is evaluated.

At the detail level, periodic, random audits of transfer student transcripts will be performed to assure policy compliance.

A periodic review of appeals of transfer reviews petitions will be required to detect situations where credits have not been appropriately assigned.

**ITEM 128-101-R0905 Attachment 6****Policy 301.5.1 System of Controls**

**ASSESSMENT:** This policy assures fair and equitable evaluation of transfer credits for students. Appropriate credit will be given to postsecondary coursework from accredited institutions being transferred to MUS campuses in a timely and consistent manner.

Full implementation, utilization and regular updating of the Transfer Articulation Module of Banner must be in place in every campus. It should be noted that Banner provides the basis for consistent organization and mapping of coursework, as well as an objective framework accessible throughout the MUS system.

Objective evaluation of transfer credits will occur in a central office (registrar or admissions). This office will be the central mechanism through which all responses to and from students and academic departments will flow. In addition, a complete policy statement describing the evaluation of transfer credits as well as a procedure manual delineating the complete procedure by which transcripts are evaluated will be published.

At the detail level, periodic, random audits of transfer student transcripts will be performed to monitor compliance to the policy.

A periodic review of appeals of transfer reviews petitions will be required to detect situations where credits have not been appropriately assigned.

Campuses will report annually to OCHE the following figures:

1. Number of MUS transfer applications received before the priority deadline.
2. Number of MUS transfer applications received after the priority deadline.
3. Number and percent of (1) that are notified of receipt of application within 5 days.
4. Number and percent of (1) that are notified of admission decision, total credits transferred, and the transferability of the student's general education credits within 10 days of the receipt of the completed application and required documents.
5. For those students who have identified a major, minor, option and/or certificate, the number and percent of (1) that are notified of the final credit

decision for purposes of his/her major, minor, option and/or certificate before the last day on which it is possible to add classes.

6. Number and percent of (2) that receive a complete transfer evaluation prior to the first day of pre-registration for the following semester.

September 21–23, 2005

**ITEM 128-102-R0905**

**Community College Districts; Organization; Revisions**

**THAT:** The Board of Regents of Higher Education approves the following change to Policy 209.2:

(a) designates the Director of Workforce Development and Two-Year Education, in the Office of the Commissioner of Higher Education, as the coordinator of community colleges in the State of Montana.

**EXPLANATION:** Policy 209.2 currently designates the Deputy Commissioner for Academic and Student Affairs as the coordinator of community colleges in Montana. Because of staff changes in the Commissioner's office, and the reassignment of responsibilities that accompanied those staff changes, the Director of Workforce Development and Two-Year Education is the position that works most closely with community colleges in the State. Therefore, that position should also serve as the coordinator and liaison between the Montana Board of Regents, the Office of the Commissioner of Higher Education and the three community colleges in Montana. The revised policy accompanies this Item and explanation.

## ITEM 128-102-R0905 ATTACHMENT

### MONTANA BOARD OF REGENTS OF HIGHER EDUCATION Policy and Procedures Manual

SUBJECT: GOVERNANCE AND ORGANIZATION  
Policy 209.2 - Community college districts; organization  
*Revised November 18, 1999; Issued December 10, 1999*

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#### Board policy:

The

~~Deputy Commissioner for Academic and Student Affairs~~Director of Workforce Development and Two-Year Education, under the direction of the Commissioner, shall serve as the coordinator of community colleges.

#### History:

Item 4-001-R0474, Policy Regarding Organization of Community College Districts, April 8, 1974; as revised November 18, 1999 ([Item 104-103-R0999](#)).



**MEMORANDUM**

**DATE:** September 21-23, 2005

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**SUBJECT:** **Level I** Approvals and Announcements

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This memorandum is intended to inform you of the Level I changes in academic programs that have been approved in the Office of the Commissioner of Higher Education since the May 2005 meeting of the Board of Regents. It also includes announcements that may be of interest to the Board. If you have any questions, I would be happy to answer them with the help of my colleagues in academic affairs.

**Montana State University-Bozeman:**

- **[ITEM 128-2007+R0905](#)**: Montana State University – Bozeman seeks approval to offer the junior and senior years of its program leading to a Bachelor of Science in Elementary Education: Early Childhood Education Option by distance delivery. This program is in specific response to requests by Montana's Tribal Colleges, to provide training for Head Start teachers in their communities. Students will take two courses per semester by WebCT and will need approximately two years to complete the 45 upper division credits required for the Bachelor's degree. The degree requirements are unchanged from the current program offered through traditional instruction.
- **[ITEM 128-2008+R0905](#)**: Montana State University – Bozeman submitted a Level I request, with Level II documentation, asking permission to add an option in Japan Studies to its existing Bachelor of Arts degree in History. The College of Letters and Science currently offers a non-teaching, interdisciplinary minor in Japan Studies through the Department of History & Philosophy and the Department of Modern Languages & Literatures. The proposed new history option would be housed in the Department of History and Philosophy. Currently, the faculty required to oversee the History/Japan Studies option are in place, the courses have been approved and taught, funding for library material has been generated, and the Japanese exchange opportunities overseen by the Office of International Programs remain active.  
**[Summary](#)**   **[Proposal](#)**   **[Budget](#)**
- **[ITEM 128-2009+R0905](#)**: Montana State University – Bozeman submitted a Level I request, with Level II documentation, asking permission to add an option in International Relations to its Bachelor of Arts degree in Political Science. The proposed program will utilize existing courses, and any increased enrollments can be easily managed within existing structures, so no additional funding is required.  
**[Summary](#)**   **[Proposal](#)**   **[Budget](#)**

- **ITEM 128-2010+R0905:** Montana State University – Bozeman submitted a Level I request, with Level II documentation, asking permission to add an option in Religious Studies to its existing Bachelor of Arts degree in History. The Department of History & Philosophy currently offers an option in Religious Studies within the Philosophy degree. The proposed new option would respond to growing interest in the study of religion and formalize a course of study for students interested in religious studies in an historical context. Faculty expertise and courses already exist, and no additional funding will be required. [Summary](#) [Proposal](#) [Budget](#)
- **ITEM 128-2011+R0905:** Montana State University-Bozeman has requested permission to change the title of its existing College of Graduate Studies to the *Division of Graduate Education*. The change is based on a recommendation from the Montana State University Graduate Studies Review Task Force, and is more consistent with the nomenclature used for academic units on the MSU-Bozeman campus.

### **Montana State University-Great Falls College of Technology:**

Montana State University-Great Falls College of Technology has removed its Associate of Applied Science degree in Physical Therapy Assistant from moratorium. The program has been in moratorium since November 2003, primarily because the College of Technology was unable to hire a program director who met the expectations of the program's accrediting agency, the Commission on Accreditation in Physical Therapy Education (CAPTA). That problem has been resolved, and a more detailed explanation is included in the materials that accompany this memorandum.

### **The University of Montana:**

- **ITEM 126-1007+R0105:** The University of Montana-Missoula filed a Notice of Intent to terminate its Bachelor of Arts degree in German, with an option in Linguistics, at the January 2005 meeting of the Board of Regents. That Notice of Intent was included in the Level I memorandum distributed to the Board at the January meeting. All of the steps in the termination process have been completed; and The University of Montana-Missoula has filed a program termination checklist with the Office of the Commissioner of Higher Education. Sixty (60) days have also elapsed since the Notice of Intent was included in the January 2005 Level I memorandum. The Bachelor of Arts degree in German, with an option in Linguistics, is, therefore, eliminated from The University of Montana-Missoula's degree and program inventory. It should be noted that The University of Montana-Missoula will continue to offer the Bachelor of Arts degree and the minor in German as part of its modern language programs.

### **The University of Montana-Missoula College of Technology:**

- **ITEM 128-1007+R0905:** The University of Montana-Missoula College of Technology filed a notice of intent to terminate its Human Resources Option in the Associate of Applied Science degree in Administrative Management. That A.A.S. degree was renamed, in July 2004, and the intent at that time was to terminate this option as part

of the new title. That intent was not explicitly stated in the paperwork filed in 2004, however, so this Level I termination process is now being initiated. The Missoula College of Technology will continue to offer the Associate of Applied Science degree in Administrative Management.

- **ITEM 128-1008+R0905:** The University of Montana-Missoula College of Technology filed a notice of intent to terminate its Office Administration Option in the Associate of Applied Science degree in Administrative Management. As noted in the previous item, that A.A.S. degree was renamed, in July 2004, with the intent of terminating all companion options that went with the degree. That intent was not explicitly stated in the 2004 paperwork, however, so this Level I termination process is now being initiated.

### **Recognition of Out-of-State Institutions:**

The Office of the Commissioner of Higher Education has received communications from Lesley University in Cambridge, Massachusetts, expressing its intention to offer its Master of Education degree programs on-line in Montana. In conformity with the requirements of Montana statute 20-25-107, and Board of Regents' Policy 320.1, Lesley University has provided a letter from the New England Association of Schools & Colleges Inc. affirming its institutional accreditation by that regional accrediting agency.

# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

<b>Item No.:</b>	128-2007+R0905	<b>Date of Meeting:</b>	September 21-23, 2005
<b>Institution:</b>	Montana State University – Bozeman		
<b>Program Title:</b>	Early Childhood Education – Distance Delivery		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

**A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

**B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

**C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-2007+R0905</b>	<b>Institution: Montana State University-Bozeman</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

Montana State University – Bozeman seeks approval from the Montana Board of Regents to offer by distance delivery the junior and senior years of its program leading to a Bachelor of Science in Elementary Education: Early Childhood Education Option. This program is in specific response to requests by Montana’s Tribal Colleges and is intended to meet the needs of current and future Head Start teachers in those communities.

The Early Childhood Education Partnership Program is designed to address the needs of Head Start and related Early Childhood Educators to complete a four-year degree. The program was developed in response to a National Head Start initiative that mandates Head Start teachers further develop their educational competencies by completing an Associate and/or Bachelor Degree in Early Childhood Education.

The distance delivery of the upper-division component of MSU’s existing Early Childhood Program requires that we deliver 45 upper division credits for students to receive their Bachelor degree. To deliver this coursework, a program has been developed that will take approximately two years to complete. Since students are working in their respective Head Start programs, they will only be taking two courses per semester including summers. These courses will be delivered by WebCT, and because technology support for the students is critical for student and program success, this support will be an integral part of the program delivery. The degree requirements are unchanged from our current program offered through traditional instruction.

# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

<b>Item No.:</b>	128-2008+R0905	<b>Date of Meeting:</b>	September 21-23, 2005
<b>Institution:</b>	Montana State University – Bozeman		
<b>Program Title:</b>	Japan Studies Option in History		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

**A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
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- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

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- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

**C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-2008+R0905</b>	<b>Institution: Montana State University – Bozeman</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

Montana State University – Bozeman seeks approval from the Montana Board of Regents to add an option in Japan Studies to its existing B.A. in History.

The College of Letters and Science currently offers a non-teaching, interdisciplinary minor in Japan Studies through the Department of History & Philosophy and the Department of Modern Languages & Literatures. The proposed new history option, which would be housed in the Department of History and Philosophy but would continue the commitment to interdisciplinarity established with the minor, is in direct response to student interest and demand for greater depth of study in this area.

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

### ITEM 128-2008+R0905

**Institution:** Montana State University--Bozeman

**Program Title:** Japan Studies Option in History Degree

1. How does this program advance the campus' academic mission and fit priorities?

An important component of MSU—Bozeman's mission is to provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued. This option would build on existing strength in Japan Studies to offer both a degree option and an opportunity to interact with faculty that are in high demand by students.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed option would meet a growing demand by students for greater concentration in the field of Japan Studies, and the Japan Studies option would prepare MSU—Bozeman's graduates to succeed in Japan's business environment.

3. How does this program support or advance Montana's needs and interests?

Individuals and companies knowledgeable about Japan and its language have proven to be successful in that country and its important markets. This program will prepare our students for that success, which will in turn benefit the state.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

The qualitative impacts are indicated above. Quantitative impacts are impossible to estimate.

5. What is the program's planned capacity?

• Break-even point?	0	FTE students
• Enrollments / year?	7	
• Graduates / year?	5	
• MT jobs / year?	0	

6. Resource Allocation:

• Total program budget?	\$ 0
• Faculty FTE?	0
• Staff FTE?	0



**ITEM 128-2008+R0905: proposal summary**

**Page 2**

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

Currently, the faculty required to oversee the History/Japan Studies option are in place, the courses have been approved and taught, funding for library material has been generated, and the Japanese exchange opportunities overseen by the Office of International Programs remain active. There is active discussion about the possibility for an additional tenure-track hire in Japanese cultural anthropology to begin fall of 2007. Although such a hire would enhance student opportunities in this option, the hire is neither necessary nor tied to the introduction of the proposed option.

9. If internal reallocation is necessary, name the sources.

n/a

**Proposal for  
Japan Studies Option  
In B.A. in History Degree**

**PURPOSE:**

To establish a Japan Studies option in the existing B.A. in History Degree in the Department of History & Philosophy at Montana State University—Bozeman to begin in the spring of 2006. The necessity for the Japan Studies option stems from the excellent student participation in the existing Japan Studies non-teaching minor, from outstanding enrollments in Japanese language and history courses, from the quality of the award-winning faculty, from the need for further curricular rationalization of existing Japan-related courses, and from the hope of keeping with the spirit of this land-grant institution by meeting the challenges of the changing outlook for the state of Montana. In line with the rich heritage of giving Montanans and people throughout the west the intellectual and informational tools needed to succeed, the Japan Studies option will further prepare students for the current Pacific Century.

**VISION:**

Initially, the Japan Studies option, although administered by History & Philosophy, promises to integrate the Japanese language curriculum more naturally into the Department of Modern Languages. To date, of the principal languages represented in Modern Languages, Japanese is the only one that does not offer an undergraduate minor or major option. It goes without saying that this is due not to a lack of commitment in Modern Languages or History & Philosophy but to the original faculty configuration. To remedy this situation without making additional faculty hires, the Japan Studies option will offer an interdisciplinary curriculum for the many students interested in Japan-related studies, including language. Second, the Dean of the College of Letters and Science has instructed faculty in the Department of Sociology & Anthropology to craft a Japan Foundation grant for “seed money” to use for an additional line in Japanese cultural anthropology. Once hired in the fall of 2007, this faculty member would be embedded in the Sociology and Anthropology curriculum, as well as in the interdisciplinary Japan Studies option. The success of the Japan Studies non-teaching minor has demonstrated that interdisciplinary programs can work effectively, and that students benefit from the wide range of intellectual perspectives. Third, the Japan Studies option will be knit together from courses currently available at MSU—Bozeman, with the exception of the courses that a new line in Japanese cultural anthropology would generate.

**RATIONALE:**

According to the MLA (Modern Language Association), nationwide enrollments in Japanese language classes in 2002 increased by a robust 21%. Here at MSU—Bozeman these statistics also hold true, with Japanese language classes, particularly at the elementary level, increasing dramatically. In the fall of 1999, when the Japan Studies program got underway, there were about 15 students enrolled in Elementary Japanese. In the fall of 2003, that enrollment had increased to 52 students: a 250% increase. Total Japanese language enrollments at MSU—Bozeman have increased from 38 students in 1999 to 141 students in 2003. Moreover, when “History of Japan”

(HIST 115D) was taught at MSU—Bozeman in the Fall 2000, 37 students enrolled. Now, the class consistently enrolls close to 120 students.

## OBJECTIVES AND NEEDS

### Goals and Objectives

The Japan Studies option promises to equip students with the linguistic skills and understanding of Japanese culture and history necessary to succeed in Japan and in Japanese contexts.

### Intellectual Basis for the Curriculum

Economic relations with Japan have become a ray of hope in Montana's future, and with a variety of exchange programs already intact, the Japan Studies option will set MSU—Bozeman's graduates apart from their peers, whether they wish to pursue scientific or humanistic research in Japan or to succeed in Japan's business environment. Over the past five years, the Japan Studies program has provided life-altering opportunities for MSU—Bozeman students: one student went to Nagasaki University on a Fulbright Grant and is now a PhD student at Columbia University, while many others have gone to Japan to find employment teaching English. The Japan Studies option will only continue to increase student opportunities. To put it succinctly, in the past it has been individuals and companies knowledgeable about Japan and its language that have succeeded in that country. Those without this expertise are left to complain about Japan's closed markets and lack of opportunities. We do not want MSU—Bozeman students left complaining. The Japan Studies option promises to complement other majors on campus. Whether business students, scientists, or humanists, knowledge of a foreign country and its language are the primary skills required for meaningful interaction and the creation of collaborative opportunities.

### Course of Study

To facilitate such knowledge of Japan, the proposed curriculum will take the form of the following worksheet:

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#### JAPAN STUDIES OPTION\*

(A proposed worksheet for a new undergraduate option in History)

#### Japanese Language Mastery

*Take all of the following*

- \_\_\_ Elementary Japanese I (MLJ 101)\*\*
- \_\_\_ Elementary Japanese II (MLJ 102)\*\*
- \_\_\_ Intermediate Japanese I (MLJ 219)\*\*
- \_\_\_ Intermediate Japanese II (MLJ 220)\*\*
- \_\_\_ Advanced Reading & Grammar (MLJ 350)
- \_\_\_ Advanced Communication & Composition (MLJ 351)

#### History and Literature Surveys

*Take all of the following*

- \_\_\_ History of Japan (HIST 115)\*\*
- \_\_\_ Introduction to Japanese Literature (MLJ 315)\*\*

**Advanced History***Take two of the following*

- Age of the Shoguns (HIST 371)
- Japan's Long Nineteenth Century (HIST 372)
- Japanese Women's History (HIST 409)
- Ecology and Nature in Japan (HIST 465)

**Advanced Literature***Take two of the following*

- Japanese Culture & Civilization (MLJ 301)
- Classical Japanese Literature (MLJ 320)
- Modern Japanese Literature (MLJ 321)
- Women in Japanese Literature and Culture (MLJ 341)
- Text and Cinema (MLJ 361)
- Japanese Representations of WWII (MLJ XXX)\*\*\*
- Japanese Film and Animé (MLJ XXX)\*\*\*

**Asian Neighbors***Take one of the following*

- Modern Asia (HIST 109)\*\*
- Asian Religions (RELS 202)\*\*
- Philosophies of Asia (PHIL 220)\*\*
- Survey of Asian Art (ART 302)\*\*
- Modern China (HIST 374)\*\*
- Modern South Asia (HIST 375)\*\*
- Women in Asia (HIST 467)\*\*

**Capstone Research Project**

- HIST or MLJ 489/490 Undergraduate Research/Creative Activity

\*The "Japanese Language & Civilization" major requires 47 credits in Japan-related courses. Students must have a total of at least 120 credits to graduate. Of these, 42 credits must be in upper-division courses (300 level or higher). The major will be housed jointly in the Department of History & Philosophy and the Department of Modern Languages.

\*\* Only these courses may be substituted by similar courses taken in Japan under student exchange programs, and only with the expressed consent of the program director.

\*\*\*Courses yet to be approved by Undergraduate Studies Committee.

*Capstone:* As with the Japan Studies non-teaching minor, students will complete a capstone project, at this point configured as an "Undergraduate Research/Creative Activity" (HIST 489/490 or MLJ 489/490) with a Japan Studies faculty or, if the major enrolls enough students, a joint Modern Languages and History & Philosophy seminar designed to consolidate and rationalize the student's intellectual experience. With the "capstone," students will be allowed to probe more deeply their interests in Japan. Projects could be an original exploration of a famous literary work, an analysis of the development of nanotechnology in Japan's scientific community, or an economic assessment of the role of Japan in Montana's changing financial outlook. The production of "original" scholarship is essential if students are to succeed once they

graduate from MSU—Bozeman. Above, I mentioned that a Japan Studies student had landed a Fulbright Grant. That same student used his “capstone” research project as a writing sample to get into Columbia University’s PhD program. Meaningful undergraduate research has long been at the center of the Japan Studies program and will continue to be stressed.

*Total Credits:* This is a total of forty-seven (47) credits, which is comparable to the other options in the B.A. in History.

## **ADEQUACY, ACCREDITATION, AND ASSESSMENT ISSUES**

### **Faculty**

The most important resources for the new major will be the faculty. With two tenure-track Japan Studies faculty on campus, at least three other faculty that teach in Asian Studies, one adjunct instructor in Japanese language, and good prospects for a future line in Japanese cultural anthropology, MSU—Bozeman has the resources to offer an option in Japan Studies. MSU—Bozeman also has an excellent Office of International Programs that encourages students to participate in the Kumamoto and other exchange programs; Modern Languages has considerable expertise in multimedia language instruction. Because Japan Studies is an interdisciplinary program, moreover, as new faculty come to MSU—Bozeman, or as existing faculty offer courses related to Japan, those courses will be integrated as options in the major worksheet. It is the interdisciplinary nature of this program that sets it apart from other programs in the state and, to a large extent, in the western region.

### **MSU—Bozeman Libraries**

Currently, the resources available for this program are held at the Montana State University Library in Bozeman. Although major holes once existed in the MSU—Bozeman library’s collection, those holes have been largely filled by the efforts of Japan Studies faculty, library acquisitions faculty, and two generous Japan Foundation grants. In the fall of 1999 alone, about \$4000 worth of Japan-related books and resources were ordered by Japan Studies faculty upon their arrival in Bozeman. The next year, with the guidance of MSU—Bozeman libraries, the Japan Studies program landed a Japan Foundation Library Support grant to add nearly \$10,000 worth of new books to the MSU-Bozeman libraries. The thrust of the first Japan Foundation grant focused on undergraduate education. Therefore, translated documents, up-to-date “white papers,” translated diaries and literary works, national pollution and environmental impact statements, and supporting secondary material ranging from economics to history were prioritized. These materials were in place by the fall of 2000, and have allowed students to do original research in their respective interests. The next year, the Japan Studies program landed another Japan Foundation Library Support grant, this one for an additional \$10,000 in Japanese-language reference material. The faculty intend to continue to apply for such library grants.

### **Exchange Programs in Japan**

MSU—Bozeman currently has exchange programs established with Kumamoto Gakuen University, Kumamoto Prefectural University, Kumamoto University, and Kansai Gaidai University. As they have been with the Japan Studies non-teaching minor, students will be strongly encouraged to spend at least one semester in Japan, where they may

continue their language training and take other courses related to Japan Studies. These programs are relatively inexpensive for students and therefore are a rare opportunity; they should be considered among the most valuable resources available to the Japan Studies option. Moreover, because this exchange works both ways, the Japan Studies option will benefit from Japanese exchange students on campus. Since the creation of the Japan Studies non-teaching minor some five years ago, MSU—Bozeman's exchange relations with Japan have joined the most active programs offered by the Office of International Programs.

### Administration

1. **Major Advisor:** The Director for the Japan Studies option and Japan Studies non-teaching minor will alternate every three years among Japan Studies faculty; the language component of the major will be overseen by the Curriculum Coordinator of Japanese Language Instruction in Modern Languages, as will relevant language-studies issues related to overseas programs. The Director's job will be:

- A. Evaluate prospective courses/transfer credits that might count in the major.
- B. Approve all "capstone" projects prior to their initiation.
- C. Work as a liaison with participating Schools and Departments, as well as the Office of International Programs and participating universities in Japan.
- D. Evaluate student records to see whether the necessary requirements have been met for graduation with the "option" and "non-teaching minor."

2. **Based in the Department of History & Philosophy:** It has been the case that the Japan Studies non-teaching minor was administered by both Modern Languages and History & Philosophy. However, for the sake of administrative rationalization and simplicity, with the initiation of the Japan Studies option, both programs will be housed in History & Philosophy. However, the Director for the program will come from any department and, logically, Modern Languages will retain the right to manage language-related issues.

### IMPACT ON FACULTY, FACILITIES, COSTS, STUDENTS AND OTHER DEPARTMENTS ON CAMPUS

#### Business Plan

Initially, there will be no additional administrative costs associated with the Japan Studies option, because it will be housed in the Department of History & Philosophy office. However, to meet current student demand, an additional section of Elementary Japanese (MLJ 102) will need to be taught on a permanent basis. Basically, this means three sections of Elementary Japanese in the fall semester and two in the spring; one section of Intermediate Japan each semester should be enough for the time being. Mike Myers, Chair of Modern Languages & Literatures, made a request for the additional section of Elementary Japanese in the fall of 2004 and, after its approval, the course nearly filled. So demand remains high on the language side—a situation that is unrelated to the proposed option.

Currently, the faculty required to oversee the History/Japan Studies option are in place, the courses have been approved and taught, funding for library material has been generated, and the Japanese exchange opportunities overseen by the Office of International Programs remain active. Most recently, forecasts have been favorable for

an additional tenure-track hire in Japanese cultural anthropology to begin fall of 2007. The Dean of the College of Letters & Science has approved the History/Japan Studies option. The new hire will be in the Department of Sociology & Anthropology with some potential teaching responsibilities in History & Philosophy, and Sue Monahan, Chair of the Department, and Larry Carucci, a professor of cultural anthropology, have taken the lead in formulating a position description. The estimated yearly expenditures for this new position stand at about \$45,000 with added benefits at about twenty-nine percent. Based on this university's success in obtaining funding from the Japan Foundation (just under \$40,000 to date), we are confident that we will receive a Japan Foundation "faculty expansion" grant, which will fund half of the total expenditures for three years for this new position.

### **Process Leading to Submission of the Proposal**

Demand for this option has been demonstrated by the success of the existing minor in Japan Studies, and by student demand for a more comprehensive curriculum in Japan Studies. Based on this demand, interested faculty, with support from the Department Head and Dean, developed the proposed curriculum. The curriculum was reviewed by the department curriculum committee and then by the University Undergraduate Studies Committee and the Academic Affairs sub-committee of faculty council. The proposal was fully endorsed at all levels of review.

### **CONCLUSION**

Establishing the Japanese Language & Civilization major would prove a great boon for the students at MSU—Bozeman and the people of Montana. It will enhance student retention while attracting other prospective students to MSU—Bozeman with interests related to the interdisciplinary study of Japan. There is a growing interest in Japan among Montanans (as Japanese language enrollments suggest), and as the regional economy becomes more tightly linked to the Pacific Rim, students are expressing an interest in exploring Japan's role in this emerging Pacific-dominated political and economic arena. This interest could be further satisfied by the approval of this proposal for a Japan Studies option to begin in the spring of 2005.

BUDGET ANALYSIS

<b>Proposed Program: Japan Studies Option in History Degree</b>										
<b>Campus: Montana State University--Bozeman</b>										
	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
<b>Estimated Enrollment</b>										
FTE Enrollment	7		12		17		22		22	
<b>Estimated Incremental Revenue*</b>										
Use of Current General Operating Funds	0		0		0		0		0	
State Funds	0		0		0		0		0	
State Funding for Enrollment Growth	0		0		0		0		0	
Tuition Revenue	0		0		0		0		0	
A. Gross Incremental Tuition Revenue	0		0		0		0		0	
B. Reductions to Incremental Tuition	0		0		0		0		0	
C. Net Applied Tuition Revenue (A-B) →	0		0		0		0		0	
Program Fees										
External Funds										
Other Funds										
<b>TOTAL Estimated Revenue</b>	0		0		0		0		0	
<b>Estimated Incremental Expenditures</b>										
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services										
Operating Expenses										
Equipment										
Start-up Expenditures										
<b>TOTAL Estimated Expenditures</b>	0		0		0		0		0	
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	0		0		0		0		0	

\* Although the proposed option could result in an overall increase in FTE through improved recruitment or retention, the ability to support the option is not contingent on increased resources and therefore the most conservative estimate is to assume no incremental revenue. Further, even if small increases do occur, these will likely fall within the range of normal fluctuations and impossible to attribute to a specific program.



# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

Item No.:	128-2009+R0905	Date of Meeting:	September 21-23, 2005
Institution:	Montana State University – Bozeman		
Program Title:	International Relations Option in Political Science		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

- A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.
- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
  - 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
  - 3. Adding new minors or certificates where there is a major;
  - 4. Adding new minors or certificates where there is an option in a major;
  - 5. Departmental mergers and name changes;
  - 6. Program revisions; and
  - 7. Distance delivery of previously authorized degree programs.
- B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.
- 1. Options within an existing major or degree;
  - 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
  - 3. Consolidating existing programs and/or degrees.
- C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-2009+R0905</b>	<b>Institution: Montana State University – Bozeman</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

Montana State University – Bozeman seeks approval from the Montana Board of Regents to add an option in International Relations to the Political Science degree.

International Relations is a recognized subfield of Political Science, and at MSU–Bozeman, where there has been about a 35% growth rate in the number of Political Science majors in the last five years, there is particular interest among students in concentrating their studies in International Relations.

# NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

## ITEM 128-2009+R0905

Institution: Montana State University--Bozeman

Program Title: International Relations Option in Political Science Degree

1. How does this program advance the campus' academic mission and fit priorities?

The proposed option supports increasing the internationalization of the student body as well as the opportunities for international experiences of Montana students, which are among the goals of the Five-Year Plan of the University.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed option would meet a growing demand by students (supported by exit interviews) for a greater international orientation or experience within their training in political science. As such, this proposal directly supports the needs of students.

3. How does this program support or advance Montana's needs and interests?

The proposed option will provide greater recognition of the specific international training that graduates are receiving—preparation that is highly valued in both the private and public sector as well as graduate and professional schools.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

The qualitative impacts are indicated above. Quantitative impacts are impossible to estimate.

5. What is the program's planned capacity?

• Break-even point?	0	FTE students
• Enrollments / year?	20	
• Graduates / year?	15	
• MT jobs / year?	0	

6. Resource Allocation:

• Total program budget?	\$ 0
• Faculty FTE?	0
• Staff FTE?	0

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

As the proposed program utilizes existing courses, and any increased enrollments will be marginal and easily managed within existing structures, no funding is required. Increased demand in non-department courses has been assessed and also deemed manageable within existing resources (especially because many students are already taking these courses as electives).

9. If internal reallocation is necessary, name the sources.

n/a

**Proposal for  
International Relations Option  
In B.A. in Political Science Degree**

**PURPOSE:**

To establish an Option in International Relations in the B.A. in Political Science.

**OBJECTIVES AND NEEDS****Demand**

Over the past five years, the Political Science department has not only experienced a substantial increase in the number of majors (about 34%), but a growing number of students and prospective students have also expressed an interest in concentrating their Political Science studies in the subfield of International Relations. Indeed, some students inquire whether we offer International Relations as a major. Nationwide, while a major in International Relations or International Studies at the undergraduate level is rare, many institutions offer the subfield as a concentration within the Political Science curriculum.

**Relation to MSU-Bozeman Mission**

Increasing the internationalization of the student body as well as the opportunities for international experiences of Montana students are among the goals of the Five-Year Plan of the University. Additionally, MSU has entered into a partnership with several universities in Turkey to offer two years of study at MSU in conjunction with a two-year curriculum at their home institution in order to deliver a joint degree to Turkish students. A large proportion of the students applying to this program also express an interest specifically in International Relations. Offering an option in International Relations to Political Science students will advance both of these goals.

**Need**

In addition to advancing the institution's strategic goals, an International Relations option for Political Science majors will better prepare students in pursuit of a variety of post-graduate career and educational opportunities. According to exit interviews conducted in the department, somewhere around one-third to one-half of our majors will pursue further studies or professional opportunities that involve an international orientation or experience. For example, we have graduates working in the international trade division of the Department of Commerce, in the Peace Corps, and pursuing advanced degrees in International Relations and International Law. Many students indicate an interest in working for international non-governmental organizations. This year a recruiter from the CIA also visited our campus to explore the potential for recruitment MSU-Bozeman Political Science graduates into that agency. An International Relations Option will therefore better serve a variety of student needs and interests of Political Science majors upon graduation.

**Intellectual Basis**

International Relations developed as an academic field at the intersection of two intellectual trends that marked the turn of the 19<sup>th</sup> century into the 20<sup>th</sup> –Diplomatic History and Political Science. Although its inclusion as a subfield of political science is widely accepted today, it also lends itself to an interdisciplinary and cross-disciplinary orientation, drawing not only on history but also on economic theory and practice and social theory. This is reflected in the membership and research agenda of the members of the International Studies Association

where about one-fourth of the membership represents fields other than Political Science. As a subfield of Political Science, however, International Relations also cross-cuts with the subfield of Comparative Politics. The courses included in the subject area of the option therefore include not only a series of political science courses that are standard fare at the introductory and advanced level of International Relations, but also courses offered by the Political Science department on Comparative Politics along with a small number of courses offered by Sociology and Economics. Since Political Science majors are already required to take four courses (16 credits) in the combined areas of International Relations and Comparative Politics, the new Option entails taking an additional 16 credits of courses with an international focus, all of which are offered at the upper level.

### **Option Requirements**

As explained above, in addition to the minimum of 16 credits in the International Relations-related courses offered in the department, students choosing the option would take another four courses (16 credits) of related courses. They would also be required to complete two courses in introductory economics and through the intermediate level of competency in a foreign language. Again, these requirements extend beyond those required for students in the standard Political Science Option, who must take *either* two economics or two foreign language courses. Students in the proposed option would have to take *both*, and their language competency would have to reach the intermediate level (as opposed to simply taking two semesters of introductory level language courses). Finally, students would be required to take three additional courses for a total of 9 credits in subjects that reflect cultural, historical, religious, or philosophical knowledge related to the language option (Spanish language, Latin American history, literature, and cultural studies, for example).

### **ADEQUACY, ACCREDITATION, AND ASSESSMENT ISSUES**

All of the courses included in this option are currently offered by Montana State University. Ten of the twelve courses in the subfield of International Relations within the Political Science Department have been offered by the department regularly over the past 6-10 years, and are taught by existing tenured faculty members. Two were offered for the first time last year (POLS 400 Globalization and Politics, Fall 2004 and POLS 480 Politics of the Middle East, Spring 2005). The course on Globalization and Politics is currently being team taught by a tenured member of the Department and an Economics Department adjunct faculty member who holds a Ph.D. in economics. The Politics of the Middle East was taught by a long-time adjunct faculty member who holds a Ph.D. in Political Science with a specialization in International Relations and whose dissertation research addressed the politics and economics of U.S. relations with states in the Middle East. He has also been teaching a course on the History of the Middle East in the History Department at MSU for the past two years.

Adding the International Relations Option for political science majors does not affect our accreditation. The courses and faculty are assessed using the several instruments and methods the Department of Political Science currently employs for all of its faculty members and courses.

### **IMPACT ON FACULTY, FACILITIES, COSTS. STUDENTS, OTHER DEPARTMENTS**

#### **Faculty Impact**

All of the Political Science, Sociology, Economics, and Modern Languages courses included in this option are already taught at MSU. Some of the Political Science courses have been

introduced as special topics that will become regularly offered courses in the catalog. These courses respond to existing student demand and decisions to offer them are independent of the current proposal. Additionally, other courses may be added or approved as the faculty and their research interests enlarge or change. There are enough existing courses already offered to create the option.

### **Facilities and Costs**

There are no new costs associated with this option. The option comprises courses already offered with existing facilities.

### **Impact on Students**

The current requirements for majors in the Political Science option total 48 credits. When added to the 32 credits required by the University Core, Political Science majors are left with approximately 40 credits that are not claimed by either departmental or university requirements. Students are advised to use these credits for a minor, second major, or to choose a selection of courses that reflect the interests they wish to cultivate with respect to the post-graduate educational and career goals. This leaves ample room for the incorporation of the International Relations option among students who choose to do so. By offering the option, it is also possible that the Political Science major will be more attractive to a larger number of students, perhaps even enhancing recruitment and retention by the university.

### **Impact on Other Departments**

The other departments potentially impacted are primarily Economics and Modern Languages. This impact should be very small since the vast majority of Political Science majors already take either a foreign language or two courses in Economics, which since the beginning of this year is a departmental requirement. Many students take both. These changes were discussed with the Department Heads of Economics and Modern Languages and their letters of support were considered as part of the internal review and approval process.

It should also be noted that MSU currently offers a minor in Global Studies and a Liberal Studies degree with the option of concentrating in "Global/Multicultural Studies." The proposed International Relations option differs from these in several respects, both institutionally and intellectually. Institutionally, the Global Studies minor serves primarily students of all majors who wish to undertake a semester or year of study abroad, which is a requirement of this minor. And intellectually, International Relations is a major subfield of the Political Science discipline and in the department courses are taught by professors whose primary field of graduate concentration was International Relations, which is only possible within the discipline of Political Science. The other two programs combine studies that are cross-cultural and transnational in content rather than in the intellectual and scholarly focus of research carried on within the area of International Relations. Given that the option will only be available to Political Science majors, this is neither a programmatic duplication nor a conflict of interest.

### **PROCESS LEADING TO SUBMISSION OF THE PROPOSAL**

The proposal to offer a departmental International Relations Options developed in response to student demand and interest and was outlined by the Department Head and discussed by the Political Science faculty. Student interest was apparent through several channels: advising, exit interviews, orientation sessions with new students, and discussions with

prospective incoming and transfer students. The faculty considered the original proposal, made suggestions for additional courses to be included in the “International and Comparative Studies” component, and unanimously endorsed the proposal by consensus. After review by the Dean of the College of Letters and Science, the University Undergraduate Studies Committee and the Academic Affairs sub-committee of faculty council reviewed and endorsed the proposal.

### **International Relations Option Overview of Requirements**

	Credits
<b>I. Political Science Foundation Courses</b>	
a. POLS 206 American National Government	
b. POLS 214 Principles of Political Science	
c. POLS 208 State and Local Government	
d. POLS 241 Introduction to International Relations	
e. POLS 251 Methods of Inquiry in Political Science	15
<b>II. Political Science Subfields and Capstone</b>	
a. Two courses in American Political Institutions	
b. Two courses in Political Theory	
c. Two courses in Public Administration and Policy	
d. POLS 460 Capstone Research Experience	21
<b>III. Economics</b>	
a. ECON 102 Principles of Macroeconomics and International Economics (ECON 101 may be required as a prerequisite)	3
<b>IV. International and Comparative Studies</b>	24
a. Take a total of eight courses from the following list:	
POLS 331 Comparative Democracy	
POLS 334 Social Movements and Political Change	
POLS 340 International Relations Theory	
POLS 352 Comparative Public Policy	
POLS 402 International Law	
POLS 400 Globalization and Politics	
POLS 403 International Organization	
POLS 405 Political Psychology	
POLS 441 International Human Rights	
POLS 442 War and Peace	
POLS 480 Politics of the Middle East	
POLS 420 Politics of Indigenous Peoples	
SOCY 365 Sociology of Globalization	
ECON 314 International Economics	
ECON 317 Economic Development	
<b>V. Language and Area Studies</b>	
a. Foreign Language through the intermediate level of competence	3-11
b. Three courses in the culture and/or history of a related region (May be taken in Modern Languages or History Department)	9
<b>Total Credits</b>	<b>75-83</b>

**ITEM 128-2009+R0905**

**BUDGET ANALYSIS**

<b>Proposed Program: International Relations Option in Political Science Degree</b>										
<b>Campus: Montana State University--Bozeman</b>										
	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
Estimated <b>Enrollment</b>										
FTE Enrollment	20		35		50		65		65	
Estimated Incremental <b>Revenue*</b>										
Use of Current General Operating Funds	0		0		0		0		0	
State Funds	0		0		0		0		0	
State Funding for Enrollment Growth	0		0		0		0		0	
Tuition Revenue	0		0		0		0		0	
A. Gross Incremental Tuition Revenue	0		0		0		0		0	
B. Reductions to Incremental Tuition	0		0		0		0		0	
C. Net Applied Tuition Revenue (A-B) →	0		0		0		0		0	
Program Fees										
External Funds										
Other Funds										
<b>TOTAL Estimated Revenue</b>	0		0		0		0		0	
Estimated Incremental <b>Expenditures</b>										
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services										
Operating Expenses										
Equipment										
Start-up Expenditures										
<b>TOTAL Estimated Expenditures</b>	0		0		0		0		0	
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	0		0		0		0		0	

\* This proposal addresses the needs of current Political Science students, and so enrollment estimates are based upon current numbers under the assumption that about 1/3 would be interested in this new option. The ability to support the option is not contingent on increased resources and therefore the most conservative estimate is to assume no incremental revenue. Political Science is already experiencing considerable growth, and although the availability of this option may make the degree more attractive, any marginal growth resulting directly from this option is likely to be small.



# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

<b>Item No.:</b>	128-2010+R0905	<b>Date of Meeting:</b>	September 21-23, 2005
<b>Institution:</b>	Montana State University – Bozeman		
<b>Program Title:</b>	Religious Studies Option in History		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

- A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.
- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
  - 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
  - 3. Adding new minors or certificates where there is a major;
  - 4. Adding new minors or certificates where there is an option in a major;
  - 5. Departmental mergers and name changes;
  - 6. Program revisions; and
  - 7. Distance delivery of previously authorized degree programs.
- B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.
- 1. Options within an existing major or degree;
  - 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
  - 3. Consolidating existing programs and/or degrees.
- C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-2010+R0905</b>	<b>Institution: Montana State University – Bozeman</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

Montana State University – Bozeman seeks approval from the Montana Board of Regents to add an option in Religious Studies to its existing B.A. in History.

The Department of History & Philosophy currently offers an option in Religious Studies within the Philosophy degree. The proposed new option would respond to growing interest in the study of religion and formalize a course of study for students interested in religious studies in an historical context.

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

### ITEM 128-2010+R0905

**Institution:** Montana State University--Bozeman

**Program Title:** Religious Studies Option in History Degree

1. How does this program advance the campus' academic mission and fit priorities?

At the core of MSU—Bozeman's mission is the commitment to meeting student need, especially where that is well-matched to faculty expertise. The proposed option would recognize the unique preparation of students in our History degree who elect to focus in the area of Religious Studies where faculty expertise and courses already exist.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed option would meet a growing demand by students for recognition of the value of Religious Studies within an historical context.

3. How does this program support or advance Montana's needs and interests?

In line with a broad education, students will enhance their critical thinking and analytical skills, which will be of use in both the public and private sector.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

The qualitative impacts are indicated above. Quantitative impacts are impossible to estimate.

5. What is the program's planned capacity?

• Break-even point?	0	FTE students
• Enrollments / year?	5	
• Graduates / year?	3	
• MT jobs / year?	0	

6. Resource Allocation:

• Total program budget?	\$ 0
• Faculty FTE?	0
• Staff FTE?	0

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

As the proposed program utilizes existing courses, and any increased enrollments will be marginal and easily managed within existing structures, no funding is required.

9. If internal reallocation is necessary, name the sources.

n/a

**Proposal for  
Religious Studies Option  
In B.A. in History Degree**

**PURPOSE:**

To establish a Religious Studies Option in the History Major in the Department of History & Philosophy at Montana State University-Bozeman. The department currently offers a Religious Studies Option in the Philosophy Degree; the proposed option would offer a parallel track for students interested in studying religion from an historical perspective.

**VISION:**

The aim of this proposed option is to offer a program of study to students who want to explore in some depth two historical problems: the first is how religious movements, activities, and thought play their roles in shaping historical events and ideas; the second is how all historical events and ideas are manifestations of religious thought and activity. Thus, the first traces the influences upon and of religious institutions and movements in society. The second explores the more deep-seated religious character of both sacred and (ostensibly) secular aspects of culture.

The study of religion includes not only the histories of religious institutions but also the ground of perceptions of the world. Students who are trained in asking historical questions about religion and culture will be able to negotiate and reflect upon the contexts and ramifications of public discourse and private experience. Students who desire graduate study will find that they will be presenting evidence of an enhanced undergraduate preparation.

**RATIONALE**

1. The proposed option takes advantage of departmental structure, helping students to benefit from the various expertises in a multi-disciplinary department. Colleagues in the various humanities disciplines within the department are active in formalizing and developing cross-disciplinary and interdisciplinary studies. (Most prominently, the new major in the department, SETS: Science, Environment, Technology and Society, is one important way this is coming to fruition.)
2. The department already has a similar and effective model that has been in place for years: the Religious Studies Option in the B.A. in Philosophy. The new option offers a balanced opportunity for students, and ensures that students who attempt to piece together themselves the clear and significant correlations and resonances in these two academic areas will have a developed, considered program to follow.
3. The History/Religious Studies option draws upon individual expertise in the department, helping students to focus more finely on particular religio-historical issues. It is an option directly suited to interests in the department, for example: ancient Roman civilization, environmental history, history of science, and traditional Japan. The Religious Studies curriculum has as one of its basic thrusts, the historical contexts of religious phenomena. Examples include

Professor Cohen's archaeology of the Ancient Near East, and Professor Sexson's current study of early nineteenth-century religious and natural history books for children.

4. The first three points indicate the value that this choice will give to students; the fourth point is the benefit that will accrue to faculty. When students and faculty are engaged in a common enterprise, it can enrich the experience for all involved.

## **OBJECTIVES AND NEEDS**

### **Goals and Objectives**

The goal of this proposal is to bring into focus an opportunity that has always been part of the department. It is yet another way the department can take advantage of its unique configuration and generate student reflection and production.

### **Intellectual Basis for the Curriculum**

The History Major with Religious Studies Option will provide students with a broad foundation of course work and research opportunities in the historical and religious aspects of culture. The multi-disciplinarity of the program is its strength, as we strive to foster the use of multiple approaches and methods of analysis. In line with a broad liberal arts education, students will enhance their critical thinking and analytical skills. The faculty will work together to ensure that students receive a well-rounded yet penetrating view of how religion plays a role in the creation, the conflicts, and accomplishments of culture, and how religions are historically-shaped phenomena.

The academic study of religion often begins with historical methodologies, and often historical studies end with the disclosure of the religious foundations of secular society.

### **Course of Study**

The History Major with Religious Studies Option introduces students to the methods of history and religious studies, exploring how the strategies can be compatible or held in tension, in a multi-disciplinary course of study for the analysis of what religion is or does within various cultural contexts. As such, in addition to the core course requirements, students will be required to enroll in a broad base of courses in history and religious studies. Each disciplinary approach and subject-matter emphasis opens up possibilities for students to hone their analytical skills, create research topics, and develop focused reading and writing plans.

## **PROPOSED CURRICULUM RELIGIOUS STUDIES OPTION**

### **Foundation Courses:**

Take **two** of the following:

HIST 105—Origins of West Civ 4

HIST 107—West Civ1600-Present 4

HIST 155—America & Wrld before 1865 4  
 HIST 156—Amer & Wrld Since 1865 4

Take **two** of the following:

RELS 220—Interpretations of American Religion 3  
 RELS 105—Introduction to the Study of Religion 3  
 RELS 110—Religion, Conflict, and Politics 3

Take **one** of the following:

HIST 104—World History 4  
 HIST 109—Modern Asia 4  
 HIST 110—Latin Amer Hist 4  
 HIST 115—History of Japan 4

Take **one** of the following:

RELS 202—Asian Religions-Hinduism & Buddhism 3  
 RELS 203—Asian Religions: From Taoism to Zen 3

Take **one** of the following:

RELS 204—Hebrew Bible 3  
 RELS 205—New Testament 3  
 RELS 206—Origins of God 3  
 RELS 207—Images of Jesus 3

### **Upper Division Courses:**

Take **two** of the following:

RELS 217—Religion and Science 3  
 RELS 321—Gender and Religion 3  
 RELS 325—Literature and Religion 3  
 RELS 326—Mystics, Founders, Reformers 3  
 RELS 330—Religion and Soc in Ancient Egypt 3

Take **one** of the following:

HIST 318—History Ancient Greece 3  
 HIST 319—History of Ancient Rome 3  
 HIST 325—19<sup>th</sup> Century Europe 3  
 HIST 334—Modern Britain 3  
 HIST 335—Middle East/20th Cent 3  
 HIST 368—20<sup>th</sup> Century War: Vietnam Era 3  
 HIST 371—Age of the Shoguns 3  
 HIST 372—Japan's Long 19th Century 3  
 HIST 374—Modern China 3  
 HIST 375—Mod India,Pakistan,Bangladesh 3

Take **two** of the following:

RELS 402—Natural, Unnatural, Supernatural 3

RELS 405—Text and Image 4

RELS 410—Psyche and the Sacred 3

(note: the new Religious Studies seminar, Isms, is planned to be offered for the first time, Spring, 2006; it is a course that builds on the 100-level Conflict offering.)

Take **two** of the following:

HIST 403—Gender in US/Canadian West 3

HIST 408—Gender in America 3

HIST 409—Japanese Women's History 3

HIST 412—Race and Class in America 3

HIST 413—Race in Latin America 3

HIST 419—Family, Gender, Law in Greece/Rome 3

HIST 425—Gender Sexuality and Social Change in Latin America 3

HIST 447—Hist North Amer Indian

HIST 467—Women in Asia

HIST 410—Latin Amer Soc History 3

HIST 422—Hist Amer Constitution 4

HIST 423—Protestant Reformation 3

HIST 426—The Renaissance 3

HIST 431—Sci Tech Soc 1500-1800 3

HIST 432—Modern Science 3

HIST 455—Hist Amer Technology 3

HIST 456—Amer Thgt & Culture 3

HIST 457—Museum History 3

HIST 460—European Intellect History 3

HIST 465—Ecology and Nature in Japan 3

HIST 466—U.S. Environ Hist 3

HIST 468—Animal Histories 3

HIST 469—World Environmental History 3

Required:

RELS 489/90—Individual Problems (Capstone)\*

One Year Modern Language

Core Course Curriculum

A minimum of 120 credits is required for graduation; 42 of these credits must be in courses numbered 300 and above.

\*Once a sufficient number of students have entered the major, we intend to offer regularly a History—Religious Studies Capstone course. Until then, students can take either RELS 489/490, or take an additional 400-level RELS course. Students will work closely with their advisors on this matter.

## Need for the Program

1. This option enables faculty to assist students in completing a rigorous course of study that is tailored to individual student research needs. Students might concentrate on particular geographical or chronological areas; for example, one student in this option might emphasize an area of American history and religion, another might study an aspect of Asian traditions. Or, students who are inclined toward cultural studies might emphasize a topic, such as foundation and reform movements, or literacy and religious institutions.
2. Students regularly combine courses in history and religious studies. It will strengthen graduate school preparations for history, religious studies, seminary, or pre-law.
3. Students who are not preparing for further academic study will find this major well-suited as a foundation for analysis of and participation in their political, religious, educational, and artistic communities.
4. We live in the midst of international risk and tension, fueled in large part by religious rhetoric and activity. The more historically informed our Montana students are, the better prepared they are for taking on the global challenges of the twenty-first century.
5. Whatever their interests and motivations, students flourish with a broad liberal education focused on the primary constituents in the formation of culture.
6. Typically, one of the most frequent outreach requests of our faculty is for public programs in Religion and its Historical Contexts. This is a major that has much potential for returning, experienced students, as well as traditional undergraduates.
7. This Option is ideal for students participating in International Studies programs. Frequently our faculty are called upon by students to help them design Independent Studies courses for their study abroad programs.
8. Recently one of our students, Scott Hyslop, won a grant from Harvard's Pluralism Project, to study the religions of Montana. He was invited to Harvard to deliver the paper, and it is posted on the project's web site. Another recent graduate developed a highly original historical study on schismatic Catholics, particularly in Montana. Ms Haffey, winner of several outstanding student awards, used this project as part of her application to graduate school. These sophisticated research papers indicate how relevant this Option can be utilized by talented students.

## ADEQUACY, ACCREDITATION, AND ASSESSMENT ISSUES

### Adequacy of Present Faculty

There are presently two tenured or tenure-track professors in Religious Studies (Sexson and Cohen). In addition, departmental offerings are supplemented by the courses offered by Miles and Malouf, who supplement the curriculum with courses in New Testament, Introduction to Religious Studies, and American Religions. The history curriculum includes a broad range of offerings from Maskiell's Modern China to LeCain's History of American Technology.

### Adequacy of Present Facilities, Equipment, and Library Holdings



The courses, the faculty, and the library resources are in place. This Option brings into visibility one of the rich possibilities students can pursue in the Department of History & Philosophy. The library holdings in these areas already form a solid foundation on which to support an undergraduate major.

## **IMPACT ON FACULTY, FACILITIES, COSTS, STUDENTS AND OTHER DEPARTMENTS ON CAMPUS**

### **1. Additional Faculty Requirements**

Religious Studies has been down a position for several years. When that position re-opens, it will support all of the Religious Studies programming, including this Option. As it stands, the faculty offer a full, well-rounded curriculum.

### **2. Impact on Facilities**

There is no impact on facilities.

### **3. Costs**

The ability to offer this Option is not predicated on growth as the Option can be fully supported with current resources. Should the option prove popular and increase substantially the number of majors in the department, at best a long-term result, reallocation of resources will be necessary and will be pursued through UPBAC.

### **4. Impact on Enrollment**

We would expect to enroll about 5 new students in the Option in 2005-2006 and about 25 by 2010.

### **5. Relationship to other programs on campus, including the inter-departmental implications of this program's addition to the curriculum, and/or the role other departments play in contributing courses to the program.**

This major will benefit from the courses offered in other humanities and social science disciplines.

### **6. Relationship to other institutions, including duplication and uniqueness.**

This major exploits the unique configuration of this department, and offers a course of study that is current consistent with the study of history and religion on campuses throughout the world. In particular, it coordinates well with the SETS and the proposed Japan Studies options in the department.

Currently, there is no undergraduate program in the region centered in a department of history that is dedicated to training students to understand the complex foundations of religions in culture. With this proposed option, MSU–Bozeman will be able to offer a new and richly diverse learning experience at the undergraduate level.

## **PROCESS LEADING TO SUBMISSION OF THE PROPOSAL**

The proposal was created by faculty in the offering department. With support of the Dean of the College of Letters and Science, the proposal was presented to the University Undergraduate Studies Committee. This committee made recommendations to which the department responded; a revised proposal was endorsed by the committee. The Chair of the Academic Affairs sub-committee of faculty council reviewed and endorsed the proposal.

**BUDGET ANALYSIS**

<b>Proposed Program: Religious Studies Option in History Degree</b>										
<b>Campus: Montana State University--Bozeman</b>										
	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
<b>Estimated Enrollment</b>										
FTE Enrollment	5		8		11		14		14	
<b>Estimated Incremental Revenue*</b>										
Use of Current General Operating Funds	0		0		0		0		0	
State Funds	0		0		0		0		0	
State Funding for Enrollment Growth	0		0		0		0		0	
Tuition Revenue	0		0		0		0		0	
A. Gross Incremental Tuition Revenue	0		0		0		0		0	
B. Reductions to Incremental Tuition	0		0		0		0		0	
C. Net Applied Tuition Revenue (A-B)	→ 0		0		0		0		0	
Program Fees										
External Funds										
Other Funds										
<b>TOTAL Estimated Revenue</b>	0		0		0		0		0	
<b>Estimated Incremental Expenditures</b>										
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services										
Operating Expenses										
Equipment										
Start-up Expenditures										
<b>TOTAL Estimated Expenditures</b>	0		0		0		0		0	
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	0		0		0		0		0	

\* Although the proposed option could result in an overall increase in FTE through improved recruitment or retention, the ability to support the option is not contingent on increased resources and therefore the most conservative estimate is to assume no incremental revenue. Further, even if small increases do occur, these will likely fall within the range of normal fluctuations and impossible to attribute to a specific program.

# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

<b>Item No.:</b>	128-2011+R0905	<b>Date of Meeting:</b>	September 22-23, 2005
<b>Institution:</b>	Montana State University-Bozeman		
<b>Program Title:</b>	Division of Graduate Education		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

**A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

**B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

**C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-2011+R0905</b>	<b>Institution: Montana State University-Bozeman</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

Montana State University – Bozeman requests permission to change the title of its existing 'College of Graduate Studies' to the 'Division of Graduate Education'. This change is in response to a recommendation from the MSU Graduate Studies Review Task Force. The requested name is more consistent with the nomenclature used for academic units on campus, and better reflects MSU's strategic planning initiatives at the graduate level.

**19 August 2003**

**TO:** Roger Barber, Associate Commissioner of Higher Education for Academic Affairs and Student Services

**FROM:** Vernon L. Pedersen, Associate Dean for Academic Affairs and Student Services, Montana State University – Great Falls

**RE:** Lazarus Action on Physical therapy Assistant Program

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MSU-Great Falls wishes to remove the moratorium it placed on its Physical Therapy Assistant Program in November of 2003. MSU-Great Falls placed the program in moratorium because the institution was unable to hire a Program Director that met the criteria stipulated by the program's accrediting agency the Commission on Accreditation in Physical Therapy Education (CAPTA). This problem has been resolved by creation of a partnership with the University of Montana, College of Technology in Missoula which will allow the program to be offered in both Great Falls and Missoula. CAPTA has been consulted regarding this plan and has informally approved the restoration of the program's accreditation upon receipt of a written request and payment of back fees.

# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

<b>Item No.:</b>	128-1007+R0905	<b>Date of Meeting:</b>	September 21-23, 2005
<b>Institution:</b>	The University of Montana--Missoula		
<b>Program Title:</b>	Human Resources Option, Administrative Management (A.A.S.)		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

**x     A.     Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1.     Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2.     Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3.     Adding new minors or certificates where there is a major;
- 4.     Adding new minors or certificates where there is an option in a major;
- 5.     Departmental mergers and name changes;
- 6.     Program revisions; and
- 7.     Distance delivery of previously authorized degree programs.

   **B.     Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1.     Options within an existing major or degree;
- 2.     Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3.     Consolidating existing programs and/or degrees.

   **C.     Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-1007+R0905</b>	<b>Institution: The University of Montana (Missoula)</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

The University of Montana—Missoula College of Technology seeks permission to eliminate the Human Resources Option in Administrative Management (A.A.S.). In July 2004, the Administrative Assisting (A.A.S.) degree was re-titled Administrative Management (124-1004+R0704). It was implicit in that request that the option be eliminated. Attached is a program termination checklist.



# MONTANA BOARD OF REGENTS

## LEVEL I REQUEST FORM

<b>Item No.:</b>	128-1008+R0905	<b>Date of Meeting:</b>	September 21-23, 2005
<b>Institution:</b>	The University of Montana-Missoula		
<b>Program Title:</b>	Office Administration Option, Administrative Management (A.A.S.)		

Level I proposals are those that may be approved by the Commissioner of Higher Education or the Commissioner's designee. The approval of such proposals will be conveyed to the Board of Regents at the next regular meeting of the board. The institution must file the request with the Office of the Commissioner of Higher Education by means of a memo to the Deputy Commissioner.

**A. Level I action requested (check all that apply):** Level I proposals include campus initiatives typically characterized by (a) minimal costs; (b) clear adherence to approved campus mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System and Community Colleges.

- 1. Re-titling existing majors, minors, options and certificates; (e.g. from B.S. in Mechanized Agriculture to B.S. in Agricultural Operations Technology);
- 2. Eliminating existing majors, minors, options and certificates via a Program Termination Checklist;
- 3. Adding new minors or certificates where there is a major;
- 4. Adding new minors or certificates where there is an option in a major;
- 5. Departmental mergers and name changes;
- 6. Program revisions; and
- 7. Distance delivery of previously authorized degree programs.

**B. Level I with Level II documentation:** With Level II documentation circulated to all campus chief academic officers in advance, the Commissioner or designee may propose additional items for inclusion in the Level I process. For these items to move forward, the Commissioner or designee must reach consensus with the chief academic officers. When consensus is not achieved, the Commissioner or designee will move the item to the Level II review process.

- 1. Options within an existing major or degree;
- 2. Eliminating organizational units within larger institutions such as departments, divisions and colleges or schools *with the exception of the five Colleges of Technology where changes require Board action;*
- 3. Consolidating existing programs and/or degrees.

**C. Temporary Certificate or A.A.S. degree programs:** Certificate or Associate of Applied Science Degree Programs may be submitted as Level I proposals, with memo and backup documentation, when they are offered in cooperation with and/or at the request of private or public sector partners and the decision point to offer the program is not consistent with the regular Board of Regents program approval process. Level I approval for programs under this provision will be limited to two years. Continuation of a program beyond the two years will require the normal program approval process as Level II Proposals.

<b>Item No.: 128-1008+R0905</b>	<b>Institution: The University of Montana-Missoula</b>
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All other Certificate or Associate Degree programs may be placed on submission at any Board of Regents meeting. They will be placed on action agendas at subsequent meetings. All campuses agree to insure that all other campuses receive program information well in advance of submission.

**Specify Request:**

The University of Montana-Missoula College of Technology seeks permission to eliminate the Office Administration Option in Administrative Management (A.A.S In July 2004, the Administrative Assisting (A.A.S.) degree was re-titled Administrative Management (124-1004+R0704). It was implicit in that request that the option be eliminated. Attached is a program termination checklist.

**MEMORANDUM**

**DATE:** September 21-23, 2005

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** Level II Action Items

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Several new academic programs and centers were proposed by the campuses of the Montana University System in July 2005, under the Level II approval process. Those proposals were reviewed by the academic officers, in July, and move to the action agenda of the Montana Board of Regents at this meeting. The new programs and centers include the following:

**Montana State University-Bozeman:**

- **[ITEM 128-2003-R0705](#)**: Montana State University-Bozeman has requested permission to offer a Pre-Medical Certificate to students who have already completed a baccalaureate degree. Appropriately entitled a post-baccalaureate certificate, the program will fulfill the science requirements of medical schools throughout the United States, and prepare students to sit for the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT). The credential is common in the eastern part of the United States, but the proposed certificate at MSU-Bozeman will be the first of its kind in the Northwest United States. [Request](#) [Summary](#) [Proposal](#) [Budget](#)
- **[ITEM 128-2004-R0705](#)**: Montana State University-Bozeman has asked for authority to offer a Master of Science degree in Ecological and Environmental Statistics. The purpose of the interdisciplinary program will be to foster statistical training of ecological and environmental scientists and scientific training of statisticians. [Request](#) [Summary](#) [Proposal](#) [Budget](#)
- **[ITEM 128-2005-R0705](#)**: Montana State University-Bozeman has requested permission to establish a Humanities Institute. The goal of the Institute is to integrate humanities-based and science-based understandings of the social, political and cultural significance of the region's past, present and future. The Institute would provide another opportunity to promote undergraduate research at the institution, a particularly important commitment of Montana State University-Bozeman. The proposal includes a two-year sunset provision, if sufficient external funding streams are not established to support the

Humanities Institute's activities. [Request](#) [Proposal](#) [Budget](#)

### **Montana State University-Northern:**

- **[ITEM 128-2801-R0705:](#)** Montana State University-Northern has requested permission to offer an Associate of Applied Science degree in Electrical Technology. Using a model similar to the Associate of Applied Science degree in Plumbing at MSU-Northern, the proposed program will satisfy part of the training and instructional requirements of a traditional apprenticeship for electricians. The program was developed with the assistance of the Montana Department of Labor and an electrical advisory board made up of independent and union electricians throughout the State of Montana. Coursework will be offered in a traditional face-to-face, on-site setting, but Montana State University-Northern also plans to develop distant courses for apprentice candidates who need additional coursework following graduation as part of their training and for current apprentices who are already employed in the field. [Request](#) [Summary](#) [Proposal](#) [Budget](#)

### **The University of Montana-Missoula:**

- **[ITEM 128-1001-R0705:](#)** The University of Montana-Missoula has asked for authority to offer a Minor in Central and Southwest Asian Studies as part of its degree offerings in the Department of Geography. An option in Central and Southwest Asian Studies, for both the Bachelor and Master of Arts degrees in Geography, was approved at the January 2005 meeting of the Board of Regents. Students who do not want to complete an option in Central and Southwest Asian Studies will now have another alternative. [Request](#) [Summary](#) [Proposal](#)
- **[ITEM 128-1002-R0705:](#)** The University of Montana-Missoula has requested permission to establish a Paleontology Center on the campus and a Fort Peck Field Station in the Glasgow region. The Center designation will give formal recognition to the paleontology facilities on the campus, including a fossil preparation laboratory and world-class collection of more than 100,000 specimens of vertebrates, invertebrates and plants. Those facilities were initially established in 1895, with a grant from the Smithsonian Institution. [Request](#) [Summary](#) [Proposal](#) [Budget](#)

### **Montana Tech of The University of Montana:**

- **[ITEM 128-1501-R0705:](#)** Montana Tech of The University of Montana has asked for authority to offer a Master of Science degree in Interdisciplinary Studies. The proposed degree will allow students to

work with faculty to design a graduate curriculum tailored to their unique academic objectives. The program must include an engineering strand and a science strand, however, and a student's graduate committee must include three (3) faculty members from at least two (2) different academic departments. Possible interdisciplinary programs might include environmental engineering and mining engineering; mechanical engineering and biology; or conventional metallurgy and nanomaterials. [Request](#) [Summary](#)  
[Proposal](#) [Budget](#)

- [ITEM 128-1505-R0705](#): Montana Tech of The University of Montana has asked the Montana Board of Regents to approve an updated mission statement for the institution. [Request](#) [Vision](#)
- [ITEM 128-1506-R0705](#): Montana Tech of The University of Montana College of Technology has requested permission to convert its Medical Assistant Option in the Associate of Applied Science degree in Office Technology to an Associate of Applied Science degree in Medical Assistant. The stand-alone degree, with its own designation, meets the current expectations of the profession and permits students to more readily obtain employment. [Summary](#) [Proposal](#) [Budget](#)

July 14-15, 2005

**ITEM 128-2003-R0705**                      **Approval to**  
**Establish a Post-Baccalaureate Pre-medical**  
**Certificate Program; Montana State University-**  
**Bozeman**

**THAT:**                                              The Board of Regents of Higher Education authorizes Montana State University-Bozeman to offer a Post-Baccalaureate Pre-medical Certificate Program

**EXPLANATION:**                                              Montana State University – Bozeman seeks approval from the Montana Board of Regents to offer a Post-Baccalaureate Pre-Medical Certificate Program.

The proposed program of courses has been designed a.) to fulfill the science requirements of all 126 medical schools, (b) to offer an efficient timetable toward completion of the courses while preparing the post-baccalaureate candidate for the Medical College Admission Test (MCAT) or Dental Admission Test (DAT), and (c) to present a pedagogical logic in its sequence. Post-baccalaureate students completing 36 of the 45 credits available will be awarded the Certificate at the completion of their studies.

The proposed curriculum provides cohesion to the collection of courses required for medical school and lends itself well to describing this option both to candidates and the professional schools. The courses and intensive pre-med advising for students in this certificate program would be the same as currently offered to students in our undergraduate curricula for students preparing to enter the medical professions.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 128-2003-R0705 Date of Meeting: July 14–15, 2005  
Institution: Montana State University–Bozeman  
Program Title: Post-Baccalaureate Pre-Medical Certificate Program

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### Specify Request:

Montana State University – Bozeman seeks approval from the Montana Board of Regents to offer a Post-Baccalaureate Pre-Medical Certificate Program.

The proposed program of courses has been designed a.) to fulfill the science requirements of all 126 medical schools, (b) to offer an efficient timetable toward completion of the courses while preparing the post-baccalaureate candidate for the Medical College Admission Test (MCAT) or Dental Admission Test (DAT), and (c) to present a pedagogical logic in its sequence. Post-baccalaureate students completing 36 of the 45 credits available will be awarded the Certificate at the completion of their studies.

The proposed curriculum provides cohesion to the collection of courses required for medical school and lends itself well to describing this option both to candidates and the professional schools. The courses and intensive pre-med advising for students in this certificate program would be the same as currently offered to students in our undergraduate curricula for students preparing to enter the medical professions.

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

**Institution:** Montana State University – Bozeman  
**Program Title:** Post-Baccalaureate Pre-Medical Certificate Program

1. How does this program advance the campus' academic mission and fit priorities?

This Certificate Program will introduce MSU—Bozeman's excellent array of science courses to a national audience of health professions advisors and graduates of four-year colleges. It should be noted that no such post-baccalaureate certificate program currently exists at any public university in the Northwest. As the program will be advertised to pre-medical advisors all over the country, it is expected that the MSU "Five Year Outlook" goal of attracting more non-residents to the campus will receive a modest boost through this certificate program.

The campus will also benefit from the programming that will be developed to provide an "extracurricular" element to the certificate program. An attraction of this program to potential applicants is that the Director of Health Professions Advising will be developing additional lectures and special events that expose these nascent doctors and dentists to their respective professions; these events will be open to other MSU students. She will also be developing physician shadowing and other experiential opportunities in the larger Bozeman community for these post-baccalaureate students of which current pre-medical and pre-dental student may also avail themselves. These efforts fulfill aspirations espoused in MSU—Bozeman's Five Year Vision Document to increase campus-community "strategic partnerships."

2. How does this program fit the Board of Regents' goals and objectives?

The Board of Regents is committed to offering "programs and services consistent with the changing market and employment needs of the state and nation." A certificate program in the pre-medical sciences would bring more aspiring health professionals to a state in desperate need of doctors and dentists in its rural areas. While it is hoped that many of these certificate holders will return to Montana to practice after they have earned their professional degrees, the program will also ensure that well-trained physicians and doctors across the country will have been launched in their careers from Montana.

Another goal of the Board of Regents is to "promote the full spectrum of higher education needs and opportunities in 2-year, 4-year, graduate, and professional education." There is a market for such a certificate program. While a large number of such post-baccalaureate programs exist in the East, there is no such certificate program at a public university in any Northwest state. Thus, this certificate program would fill a gap in the means by which students in Montana, the Northwest, and indeed, across the country can prepare themselves for medical or dental school. As people move fluidly in and out of careers now, it is important that those who wish to tackle an emotionally and financially draining endeavor such as medical school be offered the best possible preparation. MSU can provide that preparation through this certificate program.

3. How does this program support or advance Montana's needs and interests?

It is very much in Montana's interest to attract students to MSU who want to pursue well-regarded professional careers such as medicine and dentistry. Whether they be current Montana residents or not, the holders of this certificate will invariably feel some loyalty to the institution, and by extension, to the State that launched them into these professional schools. It is hoped that many of those who obtain the certificate will return to practice their professions in Montana. This certificate program, then, fits well the



Mission Goal of MSU to “serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.”

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

In the short term, the tuition dollars provided by these new students will benefit both MSU and the surrounding community. In the long term, a benefit will accrue to the State when some of these medical and dental graduates locate their professional practices here.

5. What is the program’s planned capacity?

• Break-even point?	1	FTE students
• Enrollments / year?	10	
• Graduates / year?	10	
• MT jobs / year?	0	

6. Resource Allocation:

• Total program budget?	\$ 11,000
• Faculty FTE?	0
• Staff FTE?	.375

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

No extra faculty resources will be needed. It has been confirmed through the department chairs that all of the departments teaching the requisite courses can absorb these ten to twenty extra students. As the program grows, the Director of Health Professions Advising, who now works twenty hours per week, would need to increase her hours by four to six hours a week to accommodate the administration and advising inherent in this program (an increase of 0.125 FTE). At full capacity, it is estimated that an additional 0.25 FTE classified support would also be required. Some initial resources would be invested in advertising the certificate program, but these are comparable to what is already invested in advertising pre-medical courses to prospective students.

The additional direct costs of offering the program will be covered by enrolling a single non-resident student. Only a small fraction of anticipated new revenue would need to be directed in support of the program.

9. If internal reallocation is necessary, name the sources.

The low incremental start-up costs necessary to begin this program do not require significant reallocation.

**Proposal for a Post-Baccalaureate Pre-Medical Certificate Program**  
**Montana State University – Bozeman**

**Program Description**

The proposed Post-Baccalaureate Pre-Medical Certificate Program will address the needs of students who have completed their bachelor's level work at MSU—Bozeman or other four-year institutions, but who still must complete the science courses traditionally required for application to medical and dental schools. These requisite courses – two semesters each of general chemistry, introductory biology, organic chemistry, introductory physics, biochemistry, and calculus – already exist in the MSU—Bozeman curriculum, and are taught variously in the semesters and the summer sessions, thus ensuring a.) flexibility in scheduling for those pursuing such a program and b.) an efficiency possible in program completion for those eager to move on to the time-consuming graduate school application process.

A need exists for such a program in this region of the country. In the fall of 2004, 21% of the people with whom the Director of Health Professions Advising met for advising were graduates of MSU—Bozeman or other four-year institutions who wished to complete their pre-medical requirements and continue on to some form of graduate school in the health professions. At present, there is no other such post-baccalaureate certificate program at any public university in all of the Northwest. MSU—Bozeman will thus be breaking new and fertile ground with this endeavor. This program would draw applicants from the region who wish to remain here for this coursework, their professional training, and ultimately, their careers, but would also attract out-of-state applicants drawn to the program's attractive location in Montana. The imprimatur of a "certificate" gives cohesion to this collection of courses, and lends itself well to describing this option both to candidates and to the professional schools to which they will apply.

**Objectives and Needs**

**Goals and Objectives**

The Montana State Board of Regents is committed to offering "programs and services consistent with the changing market and employment needs of the state and nation." A Certificate Program in the pre-medical sciences would bring more aspiring health professionals to a state in desperate need of doctors and dentists in its rural areas. [See *Attachment I.*] While it is hoped that many of these Certificate holders will return to the State to practice after they have earned their professional degrees, the program will also ensure that well trained physicians and doctors across the country will have been launched in their careers from Montana. As individuals move more readily in and out of careers now, it is important that those who wish to tackle an emotionally and financially draining endeavor such as medical school be offered the best possible preparation. MSU—Bozeman can provide that preparation through this Certificate Program.

Another goal of the Board of Regents is to "promote the full spectrum of higher education needs and opportunities in 2-year, 4-year, graduate, and professional education." There is a market for such a certificate program. While a large number of such post-baccalaureate programs exist in the East (e.g, those at Bryn Mawr, Johns Hopkins, Goucher), there is no such certificate program at a public university in the following Western and Mid-Western states: Alaska, Colorado, Hawaii, Idaho, Iowa, Kansas, Minnesota, Nevada, New Mexico, North Dakota, South Dakota, Utah, or Wyoming. One only begins seeing them in some concentration in California. Thus, this Certificate Program would fill a gap in the means by which students in Montana, the West, and indeed, across the country can prepare themselves for medical or dental school.

More locally, the Certificate Program will introduce MSU - Bozeman's excellent array of science courses to a national audience of health professions advisors and graduates of four year colleges. With time, it is expected that this program's reputation will grow such that college graduates across the country will elect to come to MSU—Bozeman to take their medical and dental school pre-requisites. These will be mature and well motivated students. Their success in obtaining entry to medical and dental school will reflect favorably on MSU—Bozeman, which already has a well-established record of success in placing students in medical and other health professions schools. In 2004, for example, 83% of those who applied to allopathic and osteopathic medical school were accepted, compared to the national acceptance rate of 47%.

The MSU—Bozeman campus itself will benefit from the programming that will be developed to provide an "extracurricular" element to the Certificate Program. An attraction of this program to potential applicants is that the Director of Health Professions Advising will be developing lectures and special events that expose these nascent doctors and dentists to their respective professions. Naturally these events will be open to other MSU—Bozeman

## Attachment 2

students. She will also be developing physician shadowing and other experiential opportunities in the larger Bozeman community for these post-baccalaureate students of which current undergraduate pre-medical and pre-dental students may also avail themselves. These efforts fulfill aspirations espoused in MSU—Bozeman's Five Year Vision Document to increase campus-community "strategic partnerships."

As the program will be advertised to pre-medical advisors all over the country, it is expected that the MSU—Bozeman "Five Year Outlook" goal of attracting more non-residents to the campus will receive a modest boost through this Certificate Program.

At the state-wide level, it is very much in Montana's interest to attract students who want to pursue well-regarded professional careers such as medicine and dentistry. Whether they be current Montana residents or not, the holders of this certificate will invariably feel some loyalty to the institution, and by extension, to the State that launched them into these professional schools. It is hoped that many of those who obtain the certificate will return to practice their professions in Montana. This Certificate Program, then, fits well the Mission Goal of MSU—Bozeman to "serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans."

### Course of Study

Post-baccalaureate students completing 36 of the 45 credits available (see below) will be awarded the Certificate at the completion of their studies. Students at other Montana public colleges will be able to transfer in as many as 12 credits toward the Certificate in the coursework listed below.

The post-baccalaureate candidates will wish to proceed through their Certificate coursework as expeditiously as possible, as the application process to medical or dental school consumes at least one year. The proposed program of courses has been designed to **a.)** fulfill the science requirements of all 126 allopathic medical schools, to **b.)** offer an efficient timetable toward completion of the courses while preparing the post-baccalaureate candidate well for the Medical College Admission Test (MCAT) or Dental Admission Test (DAT) and **c.)** to present a pedagogical logic in its sequence:

#### Summer sessions I and II:

CHEM 131-132 –General Chemistry I and II	each 4 cr.
Math 181- Calculus and STAT 216 – Elementary Statistics	each 4 cr.

#### Fall semester:

BIOL 214: Introductory Biology: Molecules to Cells	4 cr.
PHYS 205: College Physics I	4 cr.
CHEM 311: Organic Chemistry	4 cr.

#### Spring semester:

BIOL 213: Introductory Biology: Cells to Organisms	4 cr.
PHYS 206: College Physics II	4 cr.
CHEM 312: Organic Chemistry II	4 cr.
an elective	

#### Summer session:

BCHM 340 – Biochemistry	5 cr.
Total	45 cr.

### Additional Elements of the Certificate Program

Post-baccalaureate students will be advised in their curricular choices and medical school applications by Jane Cary, Director of Health Professions Advising at MSU—Bozeman . Ms. Cary commenced her present appointment in August 2004. Previously she had been Director of Health Professions Advising at Princeton University (eight years) and at Amherst College (three years). Post-baccalaureate students carrying 12 credits or more for each of two semesters will be able to have their medical or dental school applications supported by Ms. Cary and the faculty pre-medical committee with an evaluative letter to the medical schools. The receipt of such a statement is a requirement for both medical and dental school application. Her office will also serve as the

## Attachment 2

collection point for other letters of recommendation (three or four) that must be collected for each applicant and forwarded to the professional schools that they designate.

Additionally, these students may take advantage of shadowing and volunteering opportunities in the Bozeman community, and presentations by invited speakers about topics of interest to health practitioners mentioned above. MSU—Bozeman -Bozeman has an active chapter of Alpha Epsilon Delta, the national pre-medical honor society, the only such chapter in the State. Jane Cary serves as Faculty Advisor. In the 2004-2005 year a graduate student at MSU—Bozeman served as the society's president, an indication that non-traditional students such as these post-baccalaureate candidates would be most welcome to participate in the organization's programming.

### **Adequacy, Accreditation, and Assessment Issues:**

There exist at present the personnel and pedagogical resources at MSU—Bozeman to make this Certificate Program successful. The post-baccalaureate candidates will need to take the courses that are pre-requisite for application to graduate schools of the health professions, which as previously described, are open and available to them at MSU—Bozeman , and they will seek guidance from the Director of Health Professions Advising on the application process. She has the experience to guide them successfully through the challenging processes of preparing to apply, and applying.

The Certificate Program's success will be measured three ways: in the quality and quantity of applications received for the Certificate Program; in the number of matriculants (as stated elsewhere, the goal will be ten for the first year) in the program; and lastly by those students' acceptances to medical and dental schools. Their rate of acceptance is expected to exceed 80% each year, based on the recent history of MSU—Bozeman students' acceptance to medical and other health professions schools. Please refer to the news article (*Attachment II*) about MSU—Bozeman's success in placing medical school applicants that appeared in newspapers throughout the State last fall.

### **Impact on Faculty, Facilities, Costs, Students, and Other Departments and Campuses**

#### **Faculty**

In planning this Certificate Program, the following faculty at MSU—Bozeman were consulted and have offered their strong endorsement of it: the Provost, the Deans of the School of Letters and Science and Graduate Studies; the chairs of the Chemistry, Physics, and Cell Biology and Neurosciences departments; the members of the Undergraduate Studies Committee; and the chair of the Academic Affairs sub-committee of faculty council. From these discussions it was determined that for the foreseeable future, no extra resources will be needed in terms of faculty, facilities, equipment, or library holdings to effect this Certificate Program. The three department chairs of the departments teaching the requisite courses all agree that the existing courses can absorb the ten to twenty extra students that the program hopes to attract within its first two years with no undue stress on faculty, laboratories, and classroom space.

#### **Facilities**

No impact on existing facilities is anticipated. The existing advising and teaching infrastructure is adequate in all respects.

#### **Costs**

The Director of Health Professions Advising, who now works twenty hours per week, would need to increase her hours by four to six hours a week to accommodate the administration, outreach, and advising inherent in this Program (estimated at 0.125 FTE). The estimated cost of this salary increase would be \$5000 to \$6000 per annum. Currently, the Director has .5 FTE of a classified support person. Should the 10 to 20 Certificate candidates expected enroll, that need would increase to .75 FTE, at an estimated cost of \$5000 per annum.

The 900 + health profession advisors around the country would be mailed information about the Post-Baccalaureate Pre-Medical Certificate program annually. The costs of this publicity should not, however, exceed \$1000. Much publicity and information about the Certificate Program would be web-based, from the MSU—Bozeman site, and thus free. Pending approval of the Certificate Program by the Montana Board of Regents, free

## Attachment 2

advertising can be arranged via the Association of American Medical College's (AAMC) web site for Postbaccalaureate Premedical Programs: <http://services.aamc.org/postbac/> .

The Certificate Program would thus pay for itself every year if only one non-resident student enrolled for twelve credits each of two semesters (\$16,163, based on the 2005 spring semester).

### Students

The Certificate Program is a hybrid in that the desired participants will be college graduates who will be taking undergraduate courses. The targeted student may be a college senior dealing with the necessity of entering the work world with no "practical" skills, or an older person who has tried other careers, and in doing so, has confirmed a desire to enter medicine. Experience demonstrates that these students learn about post-baccalaureate programs by contacting their alma maters' pre-medical advisors, medical school admission offices, and/or by searching the World Wide Web. Thus, the Certificate Program's features should be readily available to these "seekers" in both print and web format.

Applicants will apply for the Certificate Program by a pre-determined deadline each spring. Enrollment will be open provided that the candidate can articulate an interest in the health professions (via short essay), and that transcripts from the undergraduate institution indicate a graduating GPA of at least 3.0. This is the GPA requirement for entry into other post-baccalaureate programs around the country, and necessary, as one with too poor an undergraduate record will not be accepted to medical school even with a sterling performance at MSU—Bozeman . Students already enrolled in post-baccalaureate pre-medical science courses at MSU—Bozeman will be "grandfathered" into the Certificate Program without a formal application provided they have maintained at least a 3.3 GPA in their MSU—Bozeman coursework to that point.

The program's proposed sequence of courses was modeled after those of several successful post-baccalaureate programs, specifically Bryn Mawr College's and that of Johns Hopkins' University.

In the first year, ten students will be sought to enroll in the Certificate Program, as measured by the number enrolled in the Post-Baccalaureate science courses by Summer Session I, 2006. It is hoped that the program will grow to twenty enrolled students. With an average of three semesters for completion, this equates to a sustained FTE of 15. More could be accommodated, but not without the faculty being consulted again about the impact of additional students on their class sizes and lab space. Another consideration is that the faculty pre-medical committee must interview each of these applicants in conjunction with their medical school applications and write a subsequent letter for each (currently six applicants per faculty committee member), and thus, they would need to be consulted about any potential increase in that work load.

The MSU—Bozeman undergraduates fulfilling the pre-medical science requirements should notice little difference in terms of the attention given to them by Ms. Cary or their science faculty. It is hoped that as the reputation of success of this program spreads, MSU—Bozeman will attract ever more high-caliber students, both post-graduates and undergraduates, to undertake their pre-medical studies in Bozeman.

### Other Departments, Campuses, and Institutions

As stated elsewhere, the program has been thoroughly vetted with critical faculty at MSU—Bozeman. It has the enthusiastic approval of all the appropriate academic constituencies on campus.

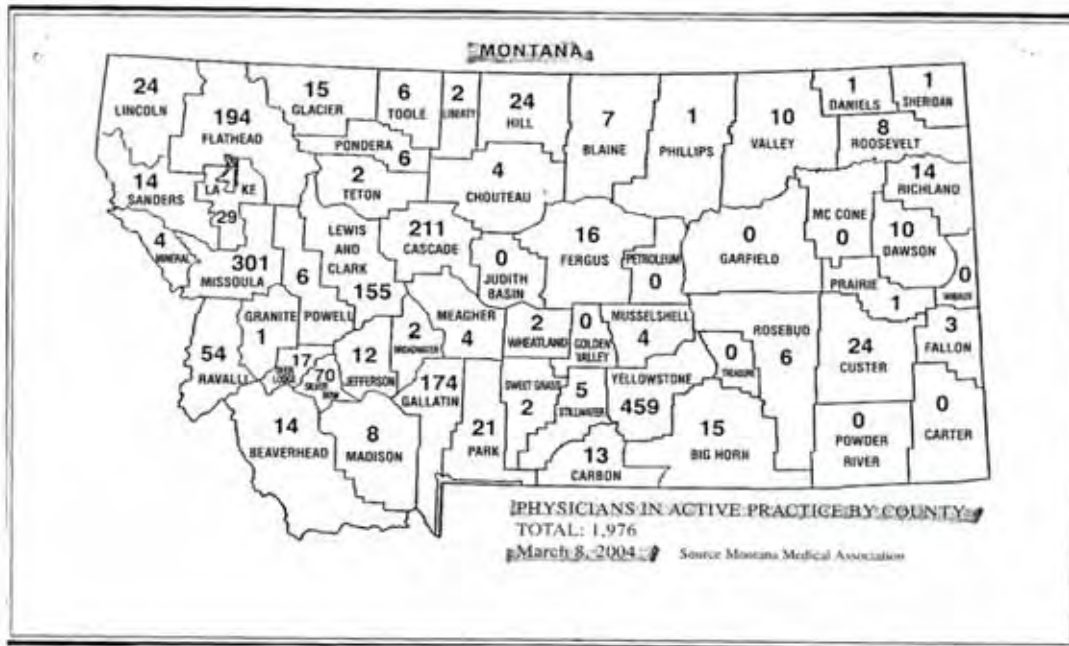
With respect to other campuses, the program will be a resource for college graduates in and out of Montana. As described earlier, there is no other such program at any public university in the surrounding states. The University of Oregon offers post-baccalaureate coursework, but no certificate, and Seattle University, a private university, has a small certificate program (see <http://www.seattleu.edu/scieng/biology/Postbacinfo.html>), that commences its program description modestly: "We have a very informal setup for postbaccalaureate premeds, pre-dents, prevets." The Certificate Program at MSU—Bozeman —Bozeman would thus fill a profound gap in this region for those students who wish to stay in the West for these studies, and will be an attractive option for those from other regions of the country who wish to experience a new and beautiful environment.

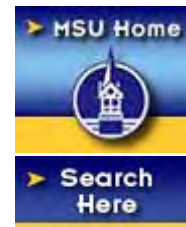
Those eligible for the certificate and meeting certain GPA pre-requisites in their post-baccalaureate course work will be able to participate in linkages that MSU—Bozeman —Bozeman hopes to establish with the Western medical schools, in which the schools will guarantee a number of admission slots to MSU—Bozeman post-

Attachment 2

baccalaureate students each year. (NB: These linkages between medical schools and post-baccalaureate programs are quite common in the East.) The Associate Dean for Admissions at the University of Colorado School of Medicine has already agreed to save two or three slots in that entering class each year for MSU—Bozeman Post-Baccalaureate Certificate holders (pending the Program’s approval), and the prospect of such a program has been enthusiastically endorsed by the University of Washington School of Medicine. Dr. Tom E. Norris, Vice Dean for Academic Affairs at UWSOM wrote of the proposed Certificate Program, “There was tremendous support for this at the Faculty Council meeting. Most of the members were aware of students who would travel to Montana and spend time there taking such a program if it were available to them...I appreciate the initiative that you have shown in suggesting this, and you have strong support from the University of Washington School of Medicine in this endeavor.” Pending Board of Regent approval of the Certificate Program, the medical schools in Oregon, Utah, and Nevada will be approached about guaranteeing spots in their entering classes each year for a MSU—Bozeman post-baccalaureate student.

Attachments





## MSU University News

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### 83 percent of med school applicants from MSU accepted

*January 03, 2005*

Eighty-three percent of medical school applicants from Montana State University's Bozeman campus were admitted in 2004 compared to 47 percent nationally.

The statistics from the Association of American Medical Colleges are even better for MSU students who are also Montana residents. They were accepted to medical school 89 percent of the time.

Those facts "make me incredibly proud of our students and staff," says Linda Hyman, vice provost of MSU's Division of Health Sciences. "By any way of looking at the data, 83 percent is very good and much better than the national average."

All Montana college students are eligible for special admission consideration through the WWAMI Medical Education Program at the University of Washington Medical School in Seattle. Just under one-third of MSU grads attending medical school attend UW. Other students have accepted places in medical schools from Kansas to Massachusetts, with western schools claiming the majority.

Jane Cary, who took over as health professions advisor in the fall of 2004, said the statistics look similar to statistics from previous years, though no in-depth analysis has been done to compare the years. Cary was quick to point out that the previous advisor, William Dorgan, should be acknowledged for helping MSU applicants. The statistics were for students starting medical school in 2004.

Cary also termed the statistics as "very honest," pointing out that any student who applies to medical school is included in the count.

MSU also has statistics about the success rate of students applying to other health professions schools. Applicants to osteopathic schools had an 83 percent acceptance rate. Those applying to dental schools had a 74 percent acceptance rate. Both were "well above the national average," said Cary.

Cary and the MSU Pre-Professional Advising Committee help MSU Health Sciences students with their application process. Students typically have practice interviews to prepare them for that part of the admissions process and receive help in meeting application requirements. MSU also has a premedical honor society called Alpha Epsilon Delta, which hosts speakers and workshops on topics as various as ethical issues and how to prepare for the Medical College Admissions Test.

Throughout the college years, "the motivation and hard work of our MSU students is critical for their eventual success in admission to these highly competitive programs," added Cary.

All Montana applicants fared somewhat better than the national average, with those from all state universities and colleges averaging 53 percent acceptance, six percent above the national average.

*Contact: Jane Cary (406) 994-4411, Linda Hyman (406) 994-4411*

**BUDGET ANALYSIS**

Proposed Program: Post-Baccalaureate Pre-Medical Certificate Program										
Campus: Montana State University – Bozeman										
	Year 1		Year 2		Year 3		Year 4		Year 5	
Estimated Enrollment										
FTE Enrollment	7.5		12		15					
Estimated Incremental Revenue										
Use of Current General Operating Funds	0		0		0					
State Funds	0		0		0					
State Funding for Enrollment Growth	0		0		38280					
Tuition Revenue <i>(assumes 50% resident)</i>										
A. Gross Incremental Tuition Revenue	75,000		121,000		150,000					
B. Reductions to Incremental Tuition	0		0		0					
C. Net Applied Tuition Revenue (A-B) →	75,000		121,000		150,000					
Program Fees	0		0		0					
External Funds	0		0		0					
Other Funds	0		0		0					
<b>TOTAL Estimated Revenue</b>	<b>75,000</b>		<b>121,000</b>		<b>188,000</b>					
Estimated Incremental Expenditures										
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personal Services	.1	2,700	.3	8,000	.375	10,000				
Operating Expenses	\$1000		\$1000		\$1000					
Equipment	0		0		0					
Start-up Expenditures	0		0		0					
<b>TOTAL Estimated Expenditures</b>	<b>3,700</b>		<b>9,000</b>		<b>11,000</b>					
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	<b>71,300</b>		<b>112,000</b>		<b>177,000</b>					



## INSTRUCTIONS FOR BUDGET ANALYSIS FORM

### ESTIMATED ENROLLMENT

#### FTE Enrollment

Provide estimates for each year until the proposed program is fully implemented and expenditures/revenues/enrollment reflect a mature program. For example, a two-year program would probably include estimated enrollment for only 2-3 years. If possible, in the Level II narrative, please provide an estimate of both new students and current students who may shift to this program.

### REVENUE

#### General Operating Funds:

Include existing general operating funds allocated to support the proposed program.

#### State Funds:

Include state funds specifically dedicated through Board or Legislative action in support of the proposed program.

#### State Funding for Enrollment Growth:

Include \$1,914/FTE for each year of the biennium following the next consideration of enrollment growth by the Legislature. For example, a program proposed in November 2003 could not receive enrollment growth funding until FY06.

#### Tuition:

Use lines A, B, & C to determine the tuition revenue available to be applied directly to the program.

#### Incremental Tuition Revenue:

Include gross incremental tuition revenue generated by the increased enrollment in the proposed program (enrollment times tuition rate).

#### Reductions to Incremental Tuition:

Include fee waivers, academic support, institutional support, etc. Provide detail in narrative.

#### Net applied tuition revenue:

Calculate net revenue as gross incremental tuition revenue minus tuition reductions, then copy to next column(s).

#### External Funds:

Include federal funds, grant funds, private funds, and other external funds.

### EXPENDITURES (Incremental Expenditures for Proposed Program Only)

#### Personal Services:

Include the total number of FTE and the total cost in salaries, benefits, and insurance.

#### Operating Expenses:

Include library resources, professional services, travel, materials, supplies, equipment <\$5,000, etc.

#### Equipment:

Include only capitalized equipment (>\$5,000).

#### Start-up Expenditures:

Include one-time only expenditures, marketing expenditures, accreditation expenditures, etc.

July 14–15, 2005

**ITEM 128-2004-R0705**                      **Approval**  
**to Establish a Master's of Science**  
**Degree in Ecological and Environmental**  
**Statistics; Montana State University-**  
**Bozeman**

**THAT:**                                              The Board of Regents of Higher Education authorizes Montana State University-Bozeman to offer a Master's of Science degree in Ecological and Environmental Statistics; Montana State University-Bozeman.

**EXPLANATION:**                                              We propose the institution of a new masters program in Ecological & Environmental Statistics. The purpose of this program will be to foster interdisciplinary training at MSU, by promoting the statistical training of ecological and environmental scientists and the scientific training of statisticians. Ecology and other biological and environmental science disciplines have become increasingly quantitative, and graduate students in those disciplines now require extensive training in sophisticated statistical thinking and methodology. The problem is national in scope. Lynn Steen has recently written in the *Chronicle of Higher Education* (Vol 51, Issue 26), “[b]iological research ... is hampered by the lack of scientists able to work in teams where both biological and mathematical skills are employed.” The problem is stated also in a recent article in *Ecology*, the premier journal in the field: “*Hand in hand with promoting the kinds of research needed to advance the evolving science of ecological forecasting, we need to set an education agenda for developing and enhancing computational literacy of current and future ecologists, managers, and policymakers. ... Scientists developing ecological projections require a background in probability, including notions of random variables, stochastic processes, and ... statistics.*” (C.A. Brewer and L.J. Gross (2003), Training Ecologists to Think with Uncertainty in Mind, *Ecology*, Vol 84, Issue 6:1412-1414.) Such skills will enable ecological and environmental scientists to facilitate communication between science and society,

between scientists and the general public and between scientists and those who make policy based on scientific knowledge.

MSU is in a unique position to take advantage of and address these needs. Yellowstone National Park is recognized and visited by people from around the globe, contributing substantially to the economy of Montana. Further, the Greater Yellowstone Ecosystem is recognized by scientists around the world as an outstanding natural laboratory for ecology and environmental science. A degree in Ecological & Environmental Statistics would be unique among United States universities and would bring MSU to the vanguard of fundamental trends in science while helping to fulfill the University's mission of promoting the intellectual and economic development of Montana.

**Proposed Starting Date  
Spring 2006**

**MONTANA BOARD OF REGENTS**  
**LEVEL II REQUEST FORM**

**Item No.:** 128-2004-R0705                      **Date of Meeting:** July 14-15, 2005  
**Institution:** Montana State University-Bozeman  
**Program Title:** Master of Science Degree in Ecological & Environmental Statistics

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

Montana State University-Bozeman requests approval to establish a Master's of Science degree in Ecological and Environmental Statistics.

**MONTANA BOARD OF REGENTS  
NEW ACADEMIC PROGRAM PROPOSAL SUMMARY**

**Institution:** Montana State University-Bozeman (Depts. of Mathematical Sciences, Ecology, and Land Resources & Environmental Sciences)

**Program Title:** Master of Science in Ecological & Environmental Statistics

**1. How does this program advance the campus' academic mission and fit priorities?**

The MSU Campus Mission statement strongly echoes the Board of Regents' goals, but emphasizes a "richly diverse learning environment," the "dissemination of new knowledge," and the integration of discovery and learning. Thus, a new interdisciplinary program dedicated to helping students bridge gaps and to work and communicate across disciplinary boundaries in important fields also supports the campus mission.

**2. How does this program fit the Board of Regents' goals and objectives?**

The Montana Board of Regents in their statement of goals and objectives actively encourages scientific development and technology transfer, interactive information systems, coordinated education and economic development. All of these are strongly supported by the interdisciplinary program proposed.

The Board of Regents also seeks "[t]o be responsive to market, employment, and economic development needs of the State and the nation." The ecological and environmental sciences are becoming increasingly quantitative. As a consequence, our graduates must become increasingly quantitative to fill this new need. Instituting an Ecological & Environmental Statistics program is a suitable response to these developments.

Another Regents' goal is "[t]o improve the support for and understanding of the Montana University System as a leading contributor to the State's economic success and social and political well-being." Quantitatively trained ecologists and environmental scientists are increasingly in demand by the State's agencies, Federal agencies with offices in Montana, and various non-governmental organizations. The program helps the Regents attain their goal to train these people locally rather than to import qualified practitioners from out of the State.

**3. How does this program support or advance Montana's needs and interest?**

Yellowstone National Park is recognized and visited by people from around the globe, contributing substantially to the economy of Montana. Further, the Greater Yellowstone Ecosystem is recognized by scientists around the world as an outstanding natural laboratory for ecology and environmental science. A degree in Ecological & Environmental Statistics would be unique among United States Universities and would bring MSU to the vanguard of fundamental trends in science while helping to fulfill the University's mission of promoting the intellectual and economic development of Montana.

**4. How will this program contribute to economic development in Montana?**

Montana's economy is dominated by agriculture, mining, timber harvest, outdoor recreation and environmental tourism. Thus there is a profound linkage between the health of our economy and ecological and environmental sciences.

5. **What is the program's planned capacity?**
  - a. **Enrollments/ year?** 3
  - b. **Graduates/ year?** 3
  - c. **Standing Student Body** 6

These numbers represent the capacity of the program in its demonstration phase.

6. **Resource Allocation:**
  - a. **Total Budget:** Year 1 = 60467, Year 2 = 112202, Year 3 = 112202
  - b. **Staff FTE:** 0.05

7. **Does this program require new resources?**  
Yes: Year 1 \$3500, Year 2 \$4500, Year 3 \$4500

8. **How will the campus fund the program?**  
Reallocation of appropriated funds.

9. **If internal reallocation is necessary, name the sources.**  
TA stipends and tuition waivers represent a reallocation of existing TA support in the Departments of Mathematical Sciences and Ecology. Administrative support is a reallocation of Mathematical Sciences base funds. These reallocations have been agreed to by Ken Bowers (Department Head, Mathematical Sciences), David Roberts (Department Head, Ecology), and Sara Jayne Steen (Dean, College of Letters and Science).

## **ITEM 128-2004-R0705 Proposal**

### **Proposal for a Masters Degree in Ecological & Environmental Statistics Montana State University-Bozeman**

#### **Overview**

We propose the institution of a new masters program in Ecological & Environmental Statistics. The purpose of this program will be to foster interdisciplinary training at MSU, by promoting the statistical training of ecological and environmental scientists and the scientific training of statisticians. Ecology and other biological and environmental science disciplines have become increasingly quantitative, and graduate students in those disciplines now require extensive training in sophisticated statistical thinking and methodology. The problem is national in scope. Lynn Steen has recently written in the *Chronicle of Higher Education* (Vol 51, Issue 26), “[b]iological research ... is hampered by the lack of scientists able to work in teams where both biological and mathematical skills are employed.” The problem is stated also in a recent article in *Ecology*, the premier journal in the field: “Hand in hand with promoting the kinds of research needed to advance the evolving science of ecological forecasting, we need to set an education agenda for developing and enhancing computational literacy of current and future ecologists, managers, and policymakers. ... Scientists developing ecological projections require a background in probability, including notions of random variables, stochastic processes, and ... statistics.” (C.A. Brewer and L.J. Gross (2003), Training Ecologists to Think with Uncertainty in Mind, *Ecology*, Vol 84, Issue 6:1412-1414.) Such skills will enable ecological and environmental scientists to facilitate communication between science and society, between scientists and the general public and between scientists and those who make policy based on scientific knowledge.

MSU is in a unique position to take advantage of and address these needs. Yellowstone National Park is recognized and visited by people from around the globe, contributing substantially to the economy of Montana. Further, the Greater Yellowstone Ecosystem is recognized by scientists around the world as an outstanding natural laboratory for ecology and environmental science. A degree in Ecological & Environmental Statistics would be unique among United States universities and would bring MSU to the vanguard of fundamental trends in science while helping to fulfill the University’s mission of promoting the intellectual and economic development of Montana.

#### **Needs Assessment**

Many graduate students in the Departments of Ecology and Land Resources & Environmental Sciences (LRES) already take a substantial number of statistics courses. The existence of this second degree would attract quantitatively oriented students of high caliber to the Ecology and LRES PhD programs. The degree could also serve as a standalone MS and would have a place in the job market with access to GS-5 thru GS-9 level federal jobs.

MSU's graduate students in ecological and environmental sciences are finding that their fields are demanding more quantitative skills and analyses. To meet these demands, our students are taking increasingly more statistics courses. An MS program in Ecological & Environmental Statistics would allow our students to take these courses in an organized and supported fashion. Our students would develop the skills they need and would receive an accreditation that will be very useful in their post-graduate job searches.

The demand for quantitative skills in the ecological and environmental sciences is general and not just local. The availability of this novel graduate program will attract talented, quantitatively inclined students to Montana State University's Ecology and LRES graduate programs. In effect this opportunity for a second degree will be an added attraction for our PhD programs.

While the Ecological & Environmental Statistics Masters will likely be used as a collateral degree to enhance a PhD in an ecological or environmental science field, the degree will also serve as a standalone MS, both as a terminal degree and as a stepping stone to additional graduate work at MSU or other institutions. A substantial portion of our existing MS students in ecological and environmental science programs go on to subsequent PhD work. This new program would provide an excellent opportunity for students in this category to develop additional skills.

### ***Relationships among the Cooperating Departments***

This program is designed to be interdisciplinary. The goal is not only to teach students statistical methodology, but also to enhance their ability to think quantitatively about substantive problems in ecological and environmental science fields. The program would require that students develop competencies both in statistics and in an ecological or environmental science discipline. Although the degree would be housed in the Department of Mathematical Sciences, educating students in this program would be a joint venture between Mathematical Sciences and a collaborating department. Currently, two departments have crafted such joint programs with Mathematical Sciences: The Department of Ecology in the College of Letters & Science and the Department of Land Resources & Environmental Sciences in the College of Agriculture. It is anticipated that other departments will also participate. Such collaborations are likely to be of interest to departments such as Earth Sciences, Animal & Range Sciences, Agricultural Economics & Economics, and Plant Sciences & Plant Pathology.

The Ecological & Environmental Statistics program will be dedicated to fostering interdisciplinary communication on the MSU campus. A number of planned programmatic activities will support this goal, including: 1) a seminar series in ecological and environmental statistics with invited speakers from departments across the campus, the MU System, and the nation, 2) an interdisciplinary journal club in statistical ecology, 3) a statistical consulting



class, and 4) formal involvement in every student's graduate committee by faculty from multiple departments.

### ***Master's Program Description***

The MS would require a minimum 30 post-baccalaureate course credits with no more than 9 credits duplicated in other MSU degrees. A minimum of 21 credits in statistics at the 400 level or above or other approved quantitative courses would be required. Unless equivalent courses have been previously taken, these must include courses in applied regression, probability, mathematical statistics, and sampling. A minimum of 20 credits of graduate level course work including at least 6 credits of graduate statistics will be required.

In addition to the course work described above, students will need to demonstrate a number of competencies: 1) Technical knowledge of the participating substantive field. The requirements to demonstrate this will be set by each collaborating collateral department. 2) Competency in scientific communication including writing and presentation. 3) Competency in scientific research.

Students will be co-advised by a faculty member of the Department of Mathematical Sciences and a faculty member from the collaborating department. A student's graduate committee would be composed of a minimum of two members from Mathematical Sciences, and one member representing the collaborating department. Students would need to pass two comprehensive exams, one in statistics and one in the participating field.

As an example of how collateral departments would determine competency, the Department of Ecology has determined that competency in ecology can be demonstrated either by the completion of a collateral graduate degree in ecology (MS or PhD) or by completion of at least four graduate courses in ecology and a comprehensive exam. Ecology would require a course from each of four categories: 1) philosophy and process of science; 2) population level ecology; 3) ecology at higher levels of organization such as community, ecosystem, or landscape scales; and 4) evolutionary ecology.

### ***Initial Planned Capacity***

To demonstrate both the demand for and the benefits of this unique program, the Ecological & Environmental Statistics Masters would be introduced in a low-cost format, using existing courses and supporting students with existing TA lines. The program in this form could financially support six students at a time.

### ***Faculty***

Faculty commitment is essential to the success of any academic program. Faculty from the Mathematical Sciences and collaborating departments will experience increased student participation in their courses, increased demands to serve on graduate committees, and increased seminar and

journal club participation. The Department of Mathematical Sciences has a number of excellent faculty interested in participating in the proposed Ecological & Environmental Statistics Masters program. Drs. Steve Cherry, Jarrett Barber, Robert Boik, John Borkowski, and Jim Robison-Cox have all made commitments to contribute. In the Department of Ecology Drs. Mark Taper, David Roberts, Daniel Goodman, Steve Kalinowski, and Jay Rotella are similarly eager to support this program. Supporting LRES faculty include Drs. Bruce Maxwell, Lisa Graumlich, Cathy Zabinski, Lisa Rew, and David Brown.

### ***Resources and Facilities***

Substantial resources exist to support this program. The Department of Mathematical Sciences has agreed to commit four existing Teaching Assistant lines to support Ecological & Environmental Statistics MS students and the Department of Ecology has contributed two Teaching Assistant lines. Administrative support services would be contributed by the Department of Mathematical Sciences. A substantial body of quantitative courses exists across campus, sufficient to give students considerable flexibility in satisfying the degree's requirements. These include but are not limited to:

- Stat 410 Applied Multiple Regression
- Stat 412 Analysis of Variance & Design of Experiments
- Stat 420 Probability
- Stat 424 Mathematical Statistics
- Stat 437 Introduction To Applied Multivariate Analysis
- Stat 438 Graphical Techniques In Data Analysis
- Stat 439 Logistic Regression
- Stat 449 Mixed Model Analysis
- Stat 446 Sampling
- Stat 500 Seminar
- Stat 505 Linear Models
- Stat 506 Advanced Regression Analysis
- Stat 510 Statistical Consulting Seminar
- Stat 520 Topics in Applied Statistics
- Stat 522 Stochastic processes
- Stat 524 Biostatistics
- Stat 526 Experimental Design
- Stat 528 Statistical Quality Control
- Stat 530 Nonparametric And Resampling Methods
- Stat 534 Spatial Data Analysis
- Stat 537 Multivariate Analysis I
- Stat 538 Multivariate Analysis II
- Stat 539 Generalized Linear Models
- Stat 570 Individual Problems
- Stat 575 Research or Professional Paper/Project
- Stat 578 Response Surface Methodology
- Stat 580 Special Topics

Biol 504 Quantitative Biology  
Biol 505 Environmental Analysis  
Biol 506 Population Dynamics  
Biol 509 Introduction to Practical Modeling  
Biol 518 Parameter Estimation for Ecological Models  
F&WL 502 Population and Habitat Analysis  
LRES 425 Advanced Remote Sensing  
LRES 535 Techniques of Spatial Analysis  
Geog 411 Advanced Geographic Information Systems  
Geog 501 GIS and Environmental Modeling

### ***Fiscal Impact***

Because this program will be initiated using existing courses, teaching assistant lines, and administrative support, there will be minimal cost to initiate this program. New funding would be sought to support an Ecological Statistics Seminar series and to broadly advertise the program. We anticipate that \$3000/year would allow us to bring in two off-campus speakers per semester for the seminar series. The Ecological & Environmental Statistics program is designed in part to attract high quality students to the program and the State. We plan to develop an attractive and informative web presence. In addition traditional advertisements will be placed in disciplinary journals and newsletters, and flyers distributed to biology, ecology, environmental science, mathematics, and statistics departments nationally. Mailings will be targeted at faculty likely to be advising suitable undergraduates. It would also be advisable to send mailings directly to undergraduates identified through GRE searches. We anticipate that an energetic information dissemination program will cost \$6000 over three years. The Graduate Dean at MSU (Dean McLeod) has promised \$2500 towards communication.

### ***Long-term Goals and Growth Trajectory***

This Ecological & Environmental Statistics Masters has been proposed with very modest costs as a demonstration venture. We believe that once it is in place, a larger demand for and substantial benefits from the program will be rapidly demonstrated. At that point, we anticipate seeking additional funds both intramurally and extramurally to increase the quality and size of the program. Some of our goals include courses specifically designed for the program jointly taught by faculty from more than one department, creation of a statistical consulting office associated with the program and instituting a PhD degree in Ecological & Environmental Statistics. All of these goals are likely to require expenditures on new faculty lines and space.

### ***Relationship to Overarching Priorities***

#### **Montana's Needs and Interests**

Montana's economy is dominated by agriculture, mining, timber harvest, outdoor recreation and environmental tourism. Thus there is a profound linkage between the health of our economy and ecological and environmental

sciences.

### **Montana Board of Regents Goals and Objectives**

The Montana Board of Regents in their statement of goals and objectives actively encourages scientific development and technology transfer, interactive information systems, coordinated education and economic development. All of these are strongly supported by the interdisciplinary program proposed.

The Board of Regents also seeks “[t]o be responsive to market, employment, and economic development needs of the State and the nation.” The ecological and environmental sciences are becoming increasingly quantitative. As a consequence, our graduates must become increasingly quantitative to fill this new need. Instituting an Ecological & Environmental Statistics program is a suitable response to these developments.

### **MSU Campus Mission**

The MSU Campus Mission statement strongly echoes the Board of Regent’s goals, but emphasizes a “richly diverse learning environment,” the “dissemination of new knowledge,” and the integration of discovery and learning. Thus, a new interdisciplinary program dedicated to helping students bridge gaps and to work and communicate across disciplinary boundaries in important fields is also supported by the campus mission.

### **Ecology and Environmental Sciences at MSU Vision Statement:**

On February 14, 2005, the heads of the Department of Ecology, the Department of Land Resources & Environmental Sciences, and the Big Sky Institute presented to MSU Provost David Dooley a joint statement titled: *A Vision and Strategy to Transform Ecology and Environmental Sciences at MSU*. The Ecological & Environmental Statistics Masters program proposed is an integral component of that vision. The vision statement gives this degree proposal its earliest timeline benchmark (Spring 2005). We quote from the vision statement below:

Graduate Emphases in Statistics. Many of the proposed research initiatives are deeply quantitative and computational. Further, advanced knowledge of statistical design and analysis is critical to many aspects of ecological and environmental sciences research. MSU already excels in the teaching and research of statistical ecology and environmental statistics. To encourage our students to extend their quantitative training and to obtain maximum competitiveness following degree completion, graduate students trained in many EES fields will need formal recognition of their advanced training in these areas. In collaboration with the Statistics faculty in Mathematical Sciences we are currently working on two synergistic proposals for graduate statistical education. For students seeking graduate

degrees in fields within EES, we propose the development of a Graduate Minor in Statistics to complement their central degree. For students pursuing a Ph.D. in EES we propose a collateral Master's Degree in Ecological and Environmental Statistics. The proposal describing this program has been under active development and faculty vetting by the Ecology, LRES, and Mathematical Sciences departments, and is currently well-developed. These programs would serve to distinguish our students from graduates of peer institutions, recognize the extraordinary expertise of the faculty in this area at MSU, and require only a modest amount of new resources to implement.

**Budget Analysis:**

Annual Costs:

Administrative Support:

0.05 FTE      Salary: \$20,200      Fringe Benefits: \$222

Graduate Teaching Assistants:

6 x 0.5 FTE @ \$11,000

Tuition waivers:

Out-of-state tuition waivers at 9 hours each (no fee waivers): 6@2x5,200 = \$62,400

In-state tuition waivers at 9 hours each (no fee waivers): 6@2x1,545 = \$18,540

We calculate the budget on the basis of 50% resident students.

Seminar Speaker travel:

4 @ \$750 = \$3,000

Recruitment expenses:

\$1,500-3,000

	First Year		Second Year		Third Year	
	FTE		FTE		FTE	
<b>Expenditures</b>						
Administrative support	.05	1010	.05	1010	.05	1010
Benefits		222		222		222
GTA	1.5	33000	3	66000	3	66000
Tuition waivers		20235		40470		40470
Travel		3000		3000		3000
Recruitment		3000		1500		1500
<b>Total Expenditures</b>		60467		112202		112202
<b>Revenues</b>						
Reallocated appropriated funds		56967		107702		107702
<b>Additional Funds Sought</b>		3500		4500		4500

July 14–15, 2005

**ITEM 128-2005-R0705**                      **Approval to**  
**Establish an Humanities Institute; Montana**  
**State University-Bozeman**

**THAT:**                                              The Board of Regents of Higher Education authorizes Montana State University-Bozeman to Establish an Humanities Institute

**EXPLANATION:**                                              Montana State University—Bozeman seeks authorization from the Board of Regents to create the MSU—Bozeman Humanities Institute. The long-term goal of this proposal is to create an institute to integrate humanities-based and science-based understandings of the social, political, and cultural significance of the region’s past, present, and future. The Institute would provide opportunities to bring together distinguished faculty for advanced study of emerging cross-disciplinary issues across the humanities, traditionally conceived as involving the “whole of knowledge,” with specific emphasis on the intersection of science with the more traditional humanities disciplines.

This proposal includes a two-year sunset provision if sufficient external funding streams are not secured to support the Institute's activities. The goal in seeking formal approval of the Humanities Institute is to better position the institution to secure the necessary extramural funding to ensure long-term viability of the Institute. A number of foundations have expressed interest in supporting the proposed Humanities Institute but are unwilling to commit resources until the institutional infrastructure to support the Institute is formally established. Sufficient resources have been identified to support the first year of Institute activities, which will focus on fundraising and awareness-building. Indeed, if sufficient funding is not secured to support the Institute’s activities, the center will be dissolved.

**MONTANA BOARD OF REGENTS**  
**LEVEL II REQUEST FORM**

**Item No.:** 128-2005-R0705                      **Date of Meeting:** July 14-15, 2005  

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**Institution:** Montana State University-Bozeman  

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**Program Title:** Humanities Institute  

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Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

Montana State University—Bozeman seeks approval from the Montana Board of Regents to create the Montana State University—Bozeman Humanities Institute.

The approval, which would have a two-year sunset clause, is requested to create the necessary institutional infrastructure to allow MSU-Bozeman to conduct the necessary fundraising to ensure long-term viability. The Institute would be modeled on other successful institutes across the country with the notable exception of its commitment to involving undergraduate students meaningfully in Institute activities.



## HUMANITIES INSTITUTE

### 1. *Purpose*

Montana State University—Bozeman seeks authorization from the MUS Board of Regents to create the MSU—Bozeman Humanities Institute with a two-year sunset provision if sufficient external funding streams are not secured to support the Institute's activities. The goal in seeking formal approval of the Humanities Institute is to better position the institution to secure the necessary extramural funding to ensure long-term viability of the Institute. A number of foundations have expressed interest in supporting the proposed Humanities Institute but are unwilling to commit resources until the institutional infrastructure to support the Institute is formally established. Sufficient resources have been identified to support the first year of Institute activities, which will focus on fundraising and awareness-building. Indeed, if sufficient funding is not secured to support the Institute's activities, the center will be dissolved.

The long-term goal of this proposal is to create an institute to integrate humanities-based and science-based understandings of the social, political, and cultural significance of the region's past, present, and future. The Institute would provide opportunities to bring together distinguished faculty for advanced study of emerging cross-disciplinary issues across the humanities, traditionally conceived as involving the "whole of knowledge," with specific emphasis on the intersection of science with the more traditional humanities disciplines.

### 2. *Objectives*

During the first year (FY06), the objectives are to

- a) hire a part-time, interim director;
- b) secure funding from those foundations that have shown significant interest in funding the Institute; and
- c) begin grant-writing activities to further support the primary activities of the Humanities Institute.

The longer-term objectives are as follows:

- a) To provide a center for integrating advanced study in the humanities by distinguished faculty drawn from a range of disciplines (including the sciences)
- b) To ensure that the activities of the Institute are used to support MSU—Bozeman's commitment to involving undergraduates in

research. Indeed, the purposeful integration of undergraduates in the Institute's activities would distinguish the Humanities Institute from other similar institutes across the country

- c) To provide funding for faculty and student research

### 3. *Activities*

Believing that the local can serve as a model for the national and universal, the Institute will sponsor distinguished lecturers and scholars and writers-in-residence with whom students, faculty, and the community can interact; provide a stage for the multidisciplinary research and scholarship of MSU faculty and students; and sponsor faculty and student fellowships to develop and support new voices within the university community. The Institute is committed to John Brockman's observation in the *The New Humanists: Science on the Edge* that the humanities can serve as a bridge among science, letters, and the arts.

### 4. *Information on agencies, organizations and/or institutions which will be involved and advisory council information.*

The Humanities Institute will draw on the support of multiple foundations, including: the National Science Foundation (especially its division of Social Sciences); the Getty Foundation; the Allen Foundation; and, the Turner Foundation. The Institute's program will also be influenced by consultation with similar entities at other institutions (see below). An advisory council will be assembled drawing on MSU and non-MSU scholars. Writer Peter Matthiessen and biologist Stuart Kauffman have agreed to serve on the advisory committee; we have also asked legal scholar Martha Nussbaum, geographer Jared Diamond, and humanist Jeri Pelikan to serve as well. In addition, we are hopeful that Dr. Henrietta Mann, Chair of Native American Studies at MSU, will agree to serve as one our advisors.

### 5. *Identify the organizational structure within the institution*

The director of the Humanities Institute will report to the Dean of the College of Letters and Science.

### 6. *Interrelationships between the Humanities Institute and the institutional mission; including information about which departments on campus will be involved and how the center or institute will contribute to the academic programs of the institution.*

The MSU vision statement makes clear the direction of the university: "Montana State University will be the university of choice for those seeking a student-centered learning environment distinguished by innovation and discovery in a Rocky Mountain setting." The mission of the 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.”

On all counts, the Humanities Institute fits with the mission of Montana State University—Bozeman. The Institute is, by definition, interdisciplinary and seeks to generate and disseminate new knowledge. It involves faculty and students from across this campus and, through its programming, the broader community as well. Because the humanities involve the “whole of knowledge,” the Institute seeks to build bridges between disciplines and will be open to all faculty seeking to integrate human knowledge.

#### *7) Finances and Space*

The modest first-year funding (see attached budget) has been committed by multiple campus divisions. Funding in subsequent years is dependent upon foundation support and other extramural funding sources. Exit Strategy: If, after two years, sufficient funding is not forthcoming, the Institute will be discontinued.

During the first year of activities—a year that will focus on fundraising—the only requirement for space is for the part-time interim director; this space will be provided by the Dean of the College of Letters and Science. In the long term, extramural funding must be sufficient to permit the Institute to secure necessary space for Institute activities; the space requirements will grow as funding increases. The Institute will not displace other education, research, or outreach activities on the MSU—Bozeman campus.

#### *8) Similar programs in the state and surrounding region*

The Institute for the Humanities will join a prestigious community of similar centers nationwide, including the John Hope Franklin Humanities Institute at Stanford University, the Whitney Humanities Center at Yale, the Franke Institute for the Humanities at the University of Chicago, the Center for Ideas and Society at the University of California at Riverside, and the Center for the Humanities at the University of Wisconsin. Closer to home, the proposed MSU Institute for the Humanities will join the Walter Chapin Simpson Center for the Humanities at the University of Washington and the Center for the Humanities and the Arts at the University of Colorado. It will also complement, without duplicating, the activities of the Center for the Rocky Mountain West at the University of Montana which is “a regional studies and

public policy center.” We also seek to complement, without duplicating, the activities of the Montana Committee for the Humanities, which is also based at the University of Montana.

9) *Identify faculty expertise available for participation in Institute activities*

The interim director of the Institute will be Dr. Rosanne Malouf (Ph.D. Columbia Teachers College; A.B.. University of Chicago). She will have the support of faculty across campus in the humanities, sciences, and arts. During the first year of its operation, the Institute will be headquartered in the Department of History and Philosophy.

10) *Review process*

This proposal has been reviewed by the Academic Affairs sub-committee of Faculty Council and by the full MSU Faculty Council where it was unanimously supported in both cases. The proposal has also been reviewed and approved by the Dean of the College of Letters and Science and by the Office of the Provost.

ITEM 128-2005-R0705 BUDGET PROJECTION			
Year One FY 06	Year Two FY 07	Year Three FY 08	Comments
.33 FTE @ \$20,000 + 3,470 benefits = \$23,470	.67 FTE @ \$40,000 + \$13,011 benefits = \$53,011	1.0 FTE @ \$60,000 + \$16,585 benefits = \$76,585	By year three, we hope to create a position with a portion
\$0			dedicated to administering the institute and fundraising. Program
\$5,000			Specialist will assume admin asst and grant-editing responsibilities.
\$3,000			
\$5,000			
\$5,000			
\$5,000			
\$46,470			
	see comments	see comments	During year 2 and year 3 we hope to have foundation and private
\$5,000			support for salary components. As the MSU capital campaign
\$2,500			progresses, we hope to derive support from these funds as well.
\$4,000			
\$2,500			
\$4,000			
\$10,000			
\$28,000			
\$10,000			Confirmation anticipated by mid-June 2005.
\$8,470			This is planned for the Turner Ranch this autumn
\$0			
\$0			
\$0			
\$46,470			
\$0			

July 14-15, 2005

**ITEM 128-2801-R0705**                      **Approval of**  
**Proposal to Offer an Associate of Applied**  
**Science Degree in Electrical Technology;**  
**Montana State University-Northern**

**THAT:**                                              The Board of Regents of Higher Education authorizes Montana State University-Northern to award an Associate of Applied Science Degree in Electrical Technology.

**EXPLANATION:**                                              The proposed Associate of Applied Science Degree in Electrical Technology is designed to satisfy part of the training and instructional requirements of a traditional apprenticeship in the field. Because the proposed Electrical Technology degree was developed with the assistance of the Department of Labor and an electrical advisory board made up of independent and union electricians from the state of Montana, it is expected that students who complete the degree will satisfy two years of the four-year apprenticeship period required of licensed journeymen electricians.

Although the Electrical Technology degree will be a traditional on-site, face-to-face program, Montana State University-Northern also plans to develop distance delivery courses for apprentice candidates who need additional coursework or current electrical apprentices employed in the field. The proposed Associate of Applied Science Degree in Electrical Technology is designed to satisfy part of the training and instructional requirements of a traditional apprenticeship in electrical. Apprentices in Montana are currently required to complete a five-year training program, and over 200 hours of "traditional coursework" each year before they can sit for the licensure examinations. Currently, the training occurs on the job, and the coursework is provided by the North Dakota State College of Science in Wahpeton. The proposed AAS degree in Electrical Technology at Montana State University-Northern will provide some of the training and some of the coursework mandated by

apprenticeship standards. Because the proposed electrical degree was developed with the assistance of master electricians in Montana and the Montana Department of Labor, it is expected that students who complete the degree will satisfy two years of the five-year apprenticeship period required of licensed journeymen electricians.

Although the Electrical Technology degree will be a traditional on-site, face-to-face program, Montana State University-Northern also plans to develop distant courses for apprentice candidates who need additional coursework following graduation as part of their training and for current apprentices who are already employed in the field.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 128-2801-R0705 Date of Meeting: July 14-15, 2005  
Institution: Montana State University - Northern  
Program Title: Associate of Applied Science Degree in Electrical Technology

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### Specify Request:

**The Montana Board of Regents of Higher Education authorizes Montana State University-Northern to award the Associate of Applied Science degree in Electrical Technology.**

**The proposed Associate of Applied Science Degree in Electrical Technology is designed to satisfy part of the training and instructional requirements of a traditional apprenticeship in the field. Because the proposed Electrical Technology degree was developed with the assistance of the Department of Labor and an electrical advisory board made up of independent and union electricians from the state of Montana, it is expected that students who complete the degree will satisfy two years of the four-year apprenticeship period required of licensed journeymen electricians.**

**Although the Electrical Technology degree will be a traditional on-site, face-to-face program, Montana State University-Northern also plans to develop distance delivery courses for apprentice candidates who need additional coursework as part of their training and electrical apprentices currently employed in the field.**



# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

**Institution:** Montana State University - Northern  
**Program Title:** Associate of Applied Science Degree in Electrical Technology

1. How does this program advance the campus' academic mission and fit priorities?

Montana State University - Northern has a long history of providing technical education to the citizens of Montana. In fact, that technical niche is the institution's unique role among the four-year campuses in the higher education community in the State of Montana. The new AAS degree in Electrical Technology enhances MSU-Northern's special commitment to education in the professional trades and its history of creating high-quality, post-secondary training for those occupations. The Electrical Technology program will also complement and strengthen our existing plumbing program that was approved by the Board of Regents in 2003.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed degree in Electrical Technology is the first of its kind in Montana and responds to the employment needs of the state and nation. The degree will further the Board of Regents' goals to provide educational opportunities for Montana citizens, to contribute to the economic development of the State, and to further develop partnerships with industry.

3. How does this program support or advance Montana's needs and interests?

Montana citizens, who are interested in an electrical career, must complete the coursework associated with their apprenticeship by taking correspondence courses through an out-of-state educational institution in North Dakota. This degree will make that coursework available in Montana. Graduates of the program will become licensed electricians in Montana or in other states, contribute to the skilled workforce in these economies, and improve the quality of life for students who successfully complete the program.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

On average, a journeyman electrician makes \$46,000 a year. If at the end of it's third year, the proposed electrical program at Montana State University-Northern meets its goal of graduating 12 future electricians, the program would generate 12 new jobs and \$552,000 in income for the citizens of Montana. If that money is "rolled over" at least three times in the State, it will generate over \$1.7 million in economic activity. Under the current apprenticeship system in Montana, employers of apprentice electricians pay approximately \$125,000 a year to a North Dakota educational institution for coursework associated with their apprenticeship. If this proposal is approved, these dollars could stay in Montana.

5. What is the program's planned capacity?

• Break-even point?	10 FTE students
• Enrollments / year?	10/12/15*

• Graduates / year?	8/10/12*
• MT jobs / year?	12 (new)

6. Resource Allocation:

• Total program budget?	\$ 79,800 (salary, benefits, supplies, professional development, etc.)
• Faculty FTE?	1.5
• Staff FTE?	.5

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ 79,800

8. How will the campus fund the program?

The electrical industry has made a strong commitment to donate the majority of the equipment, tools and initial material needs of the program. Students will be charged course fees to cover the cost of consumable materials in the electrical classes. The direct operating costs for the program will be assumed by the budgets in the College of Technical Sciences. Salary for the new faculty members will initially use monies provided by the Montana Legislature for new program development. The projected enrollment in the program will make the program self-sustaining by it's third year.

9. If internal reallocation is necessary, name the sources.

Equipment repair and replacement will come from the student capital equipment fee. The University has instituted a process for reallocating internal institutional dollars to programs that have the potential for growth and making sure money is allocated to new programs. The proposed program in electrical will be the beneficiary of some of those dollars from program operating budgets.

\*first year/second year/third year (new)

**Proposal to Offer an Associate of Applied Science Degree in Electrical Technology  
Montana State University-Northern**

**Program Description**

The proposed Associate of Applied Science Degree in Electrical Technology is designed to satisfy part of the training and instructional requirements of a traditional apprenticeship required in the state of Montana to become a licensed electrician. Apprentice electricians in Montana are currently required to complete a four-year training program and over 200 hours of "traditional coursework" each year before they can sit for the licensure examination. The training occurs on- the-job and the coursework is provided either by the North Dakota State College of Science in Wahpeton or state-approved Joint Apprenticeship Training Centers or Independent Electrical Training Centers.

The proposed AAS degree in Electrical Technology at Montana State University-Northern will provide some of the training and some of the coursework mandated by apprenticeship standards. Because the proposed electrical degree was developed with the assistance of an advisory board of master electricians from around the state of Montana and the Montana Department of Labor, it is anticipated that students who complete the AAS degree will satisfy two years of the four-year apprenticeship period required of licensed journeymen electricians.

**Need for the Program**

The Montana Independent Electrical Contractors Association proposed the idea of an electrical program to MSU-Northern and asked that we consider initiating an Associate of Applied Science degree in electrical technology similar to our plumbing degree. The Dean of the MSU-Northern College of Technical Sciences met four times with the MIECA and twice with delegates from various unions across the state of Montana. He also met numerous times with Mark Maki, Director of the Apprenticeship Program, Montana Department of Labor, to coordinate the proposal. MSU-Northern also formed an Electrical Advisory Board (see Appendix 1) to do a feasibility study on the proposed electrical program.

The United States Department of Labor is predicting a significant increase in the number of electrician jobs through 2010. The Department estimates that the United States economy will need 37,000 new electricians every year until 2010 to keep up with demand for that important skill. The Department also reports that electricians are among the highest paid construction occupations, with a median hourly wage of \$27.00 in 2005. Apprentice electricians typically start at about 50 percent of the wage rate paid to experienced electricians; that wage increases periodically as the apprentice worker acquires more skills.

The U.S. Department of Labor's *Occupational Outlook Handbook* states...*the electrical industry will employ 25 to 36 percent more workers through 2010. Because of the increased sophistication of the systems these technicians work on and the equipment they use, the prospects will be considerably better for those with technical school or formal training. Electricians can expect to earn over \$47,000 a year, while a seasoned technician, contractor, or engineer can earn up to \$100,000 a year.*

Salaries in Montana mirror the national picture. A licensed journeyman electrician, in Montana's urban counties, averages about \$25.50/hour for his/her work. That same journeyman electrician earns slightly less in rural areas, but the hourly wage still averages around \$25/hour.

The salary for Montana's apprentice electricians is similar to the national average. Apprentices can expect to earn about 50% of a licensed journeyman's wage in the first years of their training. As the worker becomes more skilled, the salary typically increases during the apprenticeship period.

The need for electricians, and the employment opportunities for apprentice electricians, is less specific in Montana. However, the following information gives some idea about the employment opportunities:

- In a typical year, over 350 apprentice electricians are registered with the State of Montana.
- Since the statutes and regulations require a four-year apprenticeship before candidates can sit for the licensure examination, approximately 50 of those apprentices would be eligible to become electricians in Montana each year.

- According to Roy Symons, Apprenticeship and Training Specialist with the Montana Apprenticeship & Training Program of the Department of Labor and Industry, the average attrition rate for all apprenticeship programs in Montana is between 12 – 15%. While that percentage is not specific to the electrical trade, it can be used as a guide to suggest that approximately six (6) apprentice electricians, in the original cohort of 50, fail to complete their training.
- The licensure test for a journeyman electrician is quite rigorous. According to the members of the Electrical Advisory Board, who met on MSU-Northern's campus in April of 2005, the "pass rate" is approximately 80 percent. That means that another 9 – 10 apprentice electricians, who finally sit for the examination, fail to satisfy this last hurdle for licensure.
- At the present time in Montana, the electrical trade has no available and convenient pool of apprentice electricians from which to draw. Licensed electricians ordinarily have to find their own apprentice employees and according to the advisory board members that can be a "hit or miss" proposition.
- The closest educational program in electrical is located at the North Dakota State College of Science in Wahpeton, North Dakota. Some Montana students attend that program, and a few of them can be enticed to return to the State of Montana as apprentice electricians states the Electrical Advisory Board members. Once the students complete the North Dakota program, many do not return to Montana.
- The electrician profession in Montana is aging. The average age of licensed electrician in Montana is in the mid to late-40s, according to MSU-Northern's Electrical Advisory Board members. There is significant need to replace those skilled craftsmen.

According to the Advisory Board, students from the proposed electrical program at MSU-Northern should be heavily recruited. As future apprentices, they have already demonstrated their interest and commitment to a career in the electrical trade by making an investment in that career choice by attending the program at MSU-Northern. Both of those facts will make the graduates from MSU-Northern's electrical program strong candidates for any apprenticeship openings in the State (See Appendix 2).

### **Role and Scope of the Institution**

The proposed Associate of Applied Science degree in Electrical Technology fits the mission of Montana State University-Northern. The institution has a long history of providing technical education to the citizens of Montana. In fact, that technical niche is the institution's unique role among the four-year campuses in the higher education community in the State of Montana. The new program in electrical technology is a continuation of MSU-Northern's special commitment to education in the professional trades, and its history of creating high-quality, post-secondary training for those occupations.

MSU-Northern also intends to develop additional classes in electrical to satisfy the requirement of at least 200 hours of traditional coursework for individuals who are participating in the four-year electrician apprenticeship.

**Effect on the Administrative Structure**

The AAS in Electrical Technology will join the programs in the College of Technical Sciences and remain under the direction of the Dean, requiring no revision of the current administrative structure.

The Arts and Sciences Department will provide the foundation courses needed for the degree. The College of Technical Sciences will also work closely with Extended University for assistance with distance delivery.

**Accreditation**

The program will be accredited through the Northwest Commission on Colleges and Universities. The program will also be closely monitored by the Montana Department of Labor.

**Assessment**

This program will have an active advisory board that will consist of at least one member from each of the following agencies: the Independent Contractors, the electrical union, the state board of electricians and the Montana Department of Labor. The board will meet at least twice a year to evaluate the success of the program and advise in program needs. Licensure pass rates and feedback from employers who assess student readiness to enter the apprenticeship programs will also be used to determine the effectiveness of the program.

**Curriculum**

Course Prefix	Course #	Course Title	Foundation Core Credits	Degree Credits
<b>FRESHMAN YEAR</b>				
CIS	110	Intro to Computers	3	
ELEC	101	Electrical Fundamentals I		5
ELEC	103	Electrical Code Study/Codeology		3
HPE	234	First Aid & CPR		2
ELEC	137	Electrical Drafting		2
MAAS	106	Elementary Technical Math	3	
ELEC	106	Electrical Formulas & Computations		3
ELEC	111	Electric Meters & Motors		3
ELEC	102	Electrical Fundamentals II		5
ELEC	133	Basic Wiring		3
ELEC	139	Electric Code Study-Residential		3
<b>SOPHOMORE YEAR</b>				
ELEC	201	Alternating Current Theory		5
ELEC	205	Electrical Design & Lighting		3
ELEC	211	AC Measurements		3
ELEC	233	Commercial Wiring Lab		3
ENGL	112	Written Communication II	3	
ELEC	204	Electrical Planning & Estimating		3
ELEC	236	Conduit, Raceways & Code Calcs Lab		3
ELEC	239	Grounding/Bonding Fundamentals		3
ELEC	241	Electric Motor Controls		3
IT	111	Industrial Safety/Waste Management		2
ELEC	2XX	Medium & High Voltage		1
SPCH	141	Fundamentals of Speech	3	

**70 Credits**

Montana State University-Northern worked closely with master electricians in developing this degree to ensure that the curriculum met the expectations of Montana law. Mark Maki from the Montana Apprenticeship & Training Program has assured the institution that "two years of the apprenticeship will

be satisfied." MSU-Northern will obviously work to ensure that maximum two-year credit is awarded in the proposed program.

### **Basis for the Curriculum**

The electrical trade is carefully regulated by the State of Montana and licensure requirements for the electrical trade are carefully defined by the State. As a result, the instruction and the outcomes of the curriculum will be focused on the competencies expected as part of the apprenticeship training and tested at the time of licensure. In addition, today's job market also requires that workers are competent in communication, critical thinking and interpersonal relations. This associate degree program requires all the above within the degree.

The proposed electrical degree at Montana State University-Northern satisfies the undergraduate degree requirements for associate degrees, as set out in Montana Board of Regents' policy 301.12.2.b. The degree also contains the following existing courses: CIS 110, Introduction to Computers; ENGL 112, Written Communication II; MAAS 106, Elementary Technical Mathematics; SPCH 141, Fundamentals of Speech; HPE 234, First Aid and IT 111, Industrial Safety/Waste Management. Eighteen new electrical courses included in the degree include such topics as electrical fundamentals, electrical codes, AC measurements, electrical design and wiring and electric motor controls. The design of the program was carefully reviewed by master electricians throughout the State of Montana, the Montana Department of Labor, and the faculty at Montana State University – Northern.

Apprenticeship programs are also carefully regulated by the United States Department of Labor and the Montana Department of Labor and Industry. The U.S. Department of Labor, for instance, requires that all certified apprenticeship programs in the United States must include a minimum of 144 hours of traditional coursework each year in the particular trade area. States are permitted to mandate more than the minimum, and Montana has acted on that opportunity to require at least 200 hours of traditional coursework each year in all of its apprenticeship programs.

Electrical coursework is not readily available in the State of Montana. Some electrician apprentices satisfy this requirement by enrolling in programs established by electrician unions and independent electrical contractors throughout Montana. At least half of the apprentices do not have access to these instructional programs so they enroll in correspondence courses from the North Dakota State College of Science. These classes are traditionally paid for by the licensed electrician employing the apprentice. Over the course of a four-year apprenticeship, electricians-in-training in Montana will usually complete 800 hours of classes from the North Dakota school.

### **Faculty and Personnel**

The program will require one new full-time faculty the first year and an additional .5 faculty the second year. The program will also need .5 clerical support personnel to assist with the correspondence component of the apprenticeship program.

### **Facilities**

Montana State University-Northern has both a computer engineering and an electronics technology program that will offer some overlap to this program. The electronics building is a well-equipped facility and will be used to house this program. At the present time the proposed laboratory space for this program is underutilized.

### **Relationship to Other Campus Programs**

At the present time no other campus in the Montana University system offers a program in electrical. However, Flathead Valley Community College has approached us about the possibility of setting up an articulation agreement from a one-year certificate in electrical from their campus into our proposed program.

**Budget Analysis**

<b>Proposed Program: AAS, Electrical Technology</b>					
<b>Campus: Montana State University - Northern</b>					
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Estimated Enrollment</b>					
FTE Enrollment		<b>10</b>	<b>20</b>	<b>25</b>	
<b>Estimated Incremental Revenue</b>					
Use of Current General Operating Funds*		<b>\$9,000</b>	<b>\$9,000</b>	<b>\$9,000</b>	
State Funds (HB2 – new program dev.)		<b>\$79,800</b>	<b>\$22,000</b>	<b>0</b>	
State Funding for Enrollment Growth				<b>\$18,900</b>	
<b>Tuition Revenue</b>					
A. Gross Incremental Tuition Revenue		<b>\$33,340</b>	<b>\$71,720</b>	<b>\$96,374</b>	
B. Reductions to Incremental Tuition	(fee waivers @19%)	<b>\$3,668</b>	<b>\$7,889</b>	<b>\$10,601</b>	
C. Net Applied Tuition Revenue (A-B)	→	<b>\$29,672</b>	<b>\$63,831</b>	<b>\$85,773</b>	
Program Fees		<b>0</b>	<b>0</b>	<b>0</b>	
External Funds		<b>0</b>	<b>0</b>	<b>0</b>	
Other Funds (projected equipment/supplies donated by industry)		<b>\$25,000</b>	<b>\$15,000</b>	<b>\$10,000</b>	
<b>TOTAL Estimated Revenue (C + External)</b>		<b>\$134,472</b>	<b>\$109,831</b>	<b>\$123,673</b>	
<b>Estimated Incremental Expenditures</b>					
		<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services (1.5 FTE faculty; .5 staff)		<b>1.0 faculty .5 staff</b>	<b>\$71,200</b>	<b>1.5 faculty .5 staff</b>	<b>\$80,661</b>
Operating Expenses (Library acquisitions, supplies & phone/data costs; computer/printer)		<b>\$5,600</b>		<b>\$2,488</b>	<b>\$3,184</b>
Equipment		<b>0</b>		<b>0</b>	<b>0</b>
Start-up Expenditures (marketing)		<b>\$3,000</b>			
<b>TOTAL Estimated Expenditures</b>		<b>\$79,800</b>	<b>\$80,800</b>	<b>\$83,845</b>	
<b>Estimated Revenues Over/Under (+ - ) Expenditures</b>		<b>\$54,673 +</b>	<b>\$29,031 +</b>	<b>\$39,828 +</b>	

\* using current facility space (approximately 1500 square feet)

**ITEM 128-2801-R0705**

**Budget Analysis**

<b>Proposed Program: AAS, Electrical Technology</b>					
<b>Campus: Montana State University - Northern</b>					
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Estimated Enrollment</b>					
FTE Enrollment		<b>10</b>	<b>20</b>	<b>25</b>	
<b>Estimated Incremental Revenue</b>					
Use of Current General Operating Funds*		<b>\$9,000</b>	<b>\$9,000</b>	<b>\$9,000</b>	
State Funds (HB2 – new program dev.)		<b>\$79,800</b>	<b>\$22,000</b>	<b>0</b>	
State Funding for Enrollment Growth				<b>\$18,900</b>	
<b>Tuition Revenue</b>					
A. Gross Incremental Tuition Revenue		<b>\$33,340</b>	<b>\$71,720</b>	<b>\$96,374</b>	
B. Reductions to Incremental Tuition	(fee waivers @ 19%)	<b>\$3,668</b>	<b>\$7,889</b>	<b>\$10,601</b>	
C. Net Applied Tuition Revenue (A-B)	→	<b>\$29,672</b>	<b>\$63,831</b>	<b>\$85,773</b>	
Program Fees		<b>0</b>	<b>0</b>	<b>0</b>	
External Funds		<b>0</b>	<b>0</b>	<b>0</b>	
Other Funds (projected equipment/supplies donated by industry)		<b>\$25,000</b>	<b>\$15,000</b>	<b>\$10,000</b>	
<b>TOTAL Estimated Revenue (C + External)</b>		<b>\$134,472</b>	<b>\$109,831</b>	<b>\$123,673</b>	
<b>Estimated Incremental Expenditures</b>					
		<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services (1.5 FTE faculty; .5 staff)		<b>1.0 faculty .5 staff</b>	<b>\$71,200</b>	<b>1.5 faculty .5 staff</b>	<b>\$80,661</b>
Operating Expenses (Library acquisitions, supplies & phone/data costs; computer/printer)		<b>\$5,600</b>		<b>\$2,488</b>	<b>\$3,184</b>
Equipment		<b>0</b>		<b>0</b>	<b>0</b>
Start-up Expenditures (marketing)		<b>\$3,000</b>			
<b>TOTAL Estimated Expenditures</b>		<b>\$79,800</b>		<b>\$80,800</b>	<b>\$83,845</b>
<b>Estimated Revenues Over/Under (+ - ) Expenditures</b>		<b>\$54,673 +</b>		<b>\$29,031 +</b>	<b>\$39,828 +</b>

\* using current facility space (approximately 1500 square feet)



**ITEM 128-2801-R0705**

**APPENDIX 1**

**Montana State University-Northern  
Electrical Advisory Board Members**

<b>MSU-Northern Electrical Advisory Board Members</b>	
Jesse Armitage Armitage Electric 5555 Gooch Hill Road Bozeman, MT 59718	Bill Bentley Executive Manager NECA Montana Chapter PO Box 6848 Helena, MT 59604-0930
Mick Cabbage Enterprise Electric	Bill Hodge Grant Coordinator Flathead Community College 777 Grandview Drive Kalispell, MT 59901
Rick Hutchinson Hutchinson Electric PO Box 531 Black Eagle, MT 59414	Mark Maki Program Supervisor Apprenticeship Training Program MT Department of Labor PO Box 1728 Helena, MT 59624-1728
Duane Mellinger Business Manager IBEW	Margaret Morgan Treasure State IEC PO Box 6955 Helena, MT 59604
Gary Pemble State Training Director MT Electrical Joint Apprenticeship & Training Committee PO Box 4177 Helena, MT 59604	Terry Schend Schine Electric 615 W 1 <sup>st</sup> Street Havre, MT 59501
Marvin Wilson Liberty Electric 610 2 <sup>nd</sup> ST W PO Box 327 Chester, MT 59522	

**APPENDIX 2**  
**Letters of Support**

615 West First Street, Ste B  
Havre, MT 59501



(406) 265-5900  
(fax) (406) 265-6510

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June 9 2005

Montana Board of Regents

Dear Board,

I am forwarding this letter in support of Montana State University –Northern Proposal # 04-60 for the establishment of a Level II A.A.S. in Electrical Technology.

A student who successfully completes this course of study shall take with them 2 years of eligibility towards completing an electrical apprenticeship. Presently for this opportunity to exist, a student must attend an out-of-state institution. Once within that institution, they are recruited by other out-of-state companies to employ them. Seldom do they return to Montana for employment once hire by these companies.

Another fact is that Montana dollars are supporting these out-of-state educational institutions; it's time for us to retain these dollars in Montana and retain these students for Montana's economy. Montana State University–Northern has a great history of providing students with a quality education that has meet Montana's needs in the past, now in the present and most definitely in the future. The addition of this program shall provide continuance in that endeavor.

I urge you to support Proposal # 04-60

Terry Schend  
Master Electrician  
Havre, Montana 59501



**crescent  
electric  
supply  
company**

100 9<sup>th</sup> Avenue South  
Great Falls, MT 59405  
PHONE 406-727-1039  
FAX 406-727-1072  
MAIL TO: PO Box 1849  
Great Falls, MT 59403-1849

6-10-05

Board or Regents  
Montana State University, Northern  
Havre, MT 59501

Dear Board,

I would like to send this letter in support of Proposal # 04-60. This proposal is for a new 2 year degree in Electrical Tech A.A.S.

This degree would allow students interested in the electrical trade to pick up 2 years eligibility of their electrical apprenticeship. This would also be a large asset to the state of Montana. Instead of students attending out-of-state educational institutes, they could attend MSU Northern and keep monies in the state. This would help bolster MSU Northern's diversity of degree's and increase enrollment as well as assisting central Montana's economy.

This will keep potential students from Montana from attending out-of-state institutions and give them the opportunity to find work right here in their home state.

I ask you to please strongly consider Proposal #04-60.

Regards,

Jerry Tucker  
District Manager  
Crescent Electric Supply Co  
Great Falls, MT 59405

**ENTERPRISE**

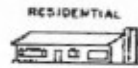
PHONE 761-3830

CODE 406

FAX 406-761-1718



P. O. BOX 2172  
GREAT FALLS, MONTANA 59403



6/13/05

**State of Montana Board of Regents  
Helena, Montana**

**To whom it may concern:**

**Enterprise Electric Inc. of Great Falls supports proposal #04-60. We feel this would provide more jobs for Montana people and keep Montana Money in Montana.**

Sincerely,

A handwritten signature in black ink, appearing to read 'Mick Cabbage'.

**Mick Cabbage  
President**



June 13, 2005

Montana Board of Regents  
P. O. Box 203101  
Helena, MT 59620-3101

To whom it may concern:

I am writing on behalf on the Montana Chapter of National Electrical Contractors Association (NECA). The Chapter is a statewide association of electrical contractors. The Chapter would like to go on record as being in support of Proposal number 04-60. We believe that the proposed program and curriculum at MSU Northern would serve the state very well.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bill Bentley'.

Bill Bentley  
Executive Manager  
Montana Chapter NECA



Independent Electrical  
Contractors, Inc.

*Treasure State Independent Electrical Contractors*  
P.O. Box 6955, Helena, Montana, 59604  
Contact: Margaret Morgan, ED. Ph(406)442-6690/Cell(406)431-9836  
Fax: 406-458-6091. E-mail: [mgtmorgan@gwest.net](mailto:mgtmorgan@gwest.net)  
[www.montanaiec.org](http://www.montanaiec.org)

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June 13, 2005

Board of Regents  
P.O. Box 203101  
Helena, MT 59620-3101

Board of Regents:

Re: Proposal No. 04-60

On behalf of the Treasure State Independent Electrical Contractors (IEC), I would like to recommend approval of the Level II proposal to establish an AAS in electrical technology at MSU-Northern.

We represent approximately 45 electrical contractors across the state of Montana and run apprenticeship schools in Billings, Bozeman, and Great Falls. We believe that this program would encourage young folks to enter the electrical profession, particularly in a time when we are facing a critical shortage of electricians. This program will greatly help both the employer and the student when the student goes on to enter an apprenticeship program.

Further, this program will help keep education dollars in the state. A large number of Montana electrical apprentices currently take correspondence courses from the Wapeton school.

We believe this program at MSU-Northern would be win-win for the students, the electrical contractors, and the state of Montana.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads 'Margaret Morgan'. The signature is written in black ink and is positioned above the printed name and title.

Margaret Morgan  
Executive Director

July 14-15, 2005

**ITEM 128-1001-R0705**                      **Approval of**  
**Proposal to create an Undergraduate Minor in**  
**Central and Southwest Asian Studies within the**  
**existing degree program in the Department of**  
**Geography.**

**THAT:**                                              The Board of Regents authorizes The University of Montana—Missoula to offer an Undergraduate Minor in Central and Southwest Asian Studies within the existing degree program in the Department of Geography.

**EXPLANATION:**                                              The University of Montana—Missoula proposes an interdisciplinary Undergraduate Minor in Central and Southwest Asian Studies within the existing degree program in the Department of Geography. Students will gain an in-depth perspective on Central and Southwest Asian history, geography, natural sciences, cultures and societies. The Minor is designed to complement students' disciplinary focus with region-based knowledge and training. It will directly help to develop an informed and culturally aware citizenry in Montana that is prepared to meet the challenges of a rapidly changing global system. The Minor has the potential of increasing international prestige for the university, attracting a broad spectrum of students, including Native American and ethnic minority students, and improving employment possibilities within the state. Students pursuing this Minor will be prepared for graduate research or for employment in fields such as government, non-governmental organizations, international humanitarian assistance organizations, business, military, industry, health, and education.



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 128-1001-R0705 Date of Meeting: July 14-15, 2005  
Institution: University of Montana-Missoula  
Program Title: Undergraduate Minor in Central and Southwest Asian Studies in  
Geography

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

The University of Montana—Missoula requests approval of an Undergraduate Minor in Central and Southwest Asian Studies within the existing program in the Department of Geography.

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

### ITEM 128-1001-R0705

**Institution:** The University of Montana-Missoula

**Program Title:** Undergraduate Minor in Central and Southwest Asian Studies in Geography

1. How does this program advance the campus' academic mission and fit priorities?

The program aims at producing the next generation of leading academic scholars, researchers and professionals versed in two of the most vital geopolitical and strategic regions in the world today. The proposed Minor directly addresses The University of Montana's fundamental mission of promoting international and interdisciplinary education.

2. How does this program fit the Board of Regents' goals and objectives?

This program is consistent with the Board of Regents' Goals A, C, and D, to provide a stimulating, responsive, and effective environment for academic achievement and learning, to deliver higher education in an efficient and coordinated manner, and to be responsive to market, employment, and economic development needs.

3. How does this program support or advance Montana's needs and interests?

The Minor will directly help to develop an informed and culturally aware citizenry in Montana that is prepared to meet the challenges of a rapidly changing global system. The Minor has the potential of increasing international prestige of the university, attracting a broad spectrum of students, including Native American and ethnic minority students, and improving employment possibilities within the state.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

Students pursuing this Minor will be prepared for research or for employment in fields such as government, non-governmental organizations, international humanitarian assistance organizations, business, military, industry, health, and education. Overall, the Minor would increase employment possibilities and improve the qualifications of students. In addition, the option would attract additional federal funding (UM's Central and Southwest Asian Studies Program has to date generated over \$1 million in federal grants to support curriculum and instructional materials development on campus).

5. What is the program's planned capacity?

• Break-even point?	6	FTE students
• Enrollments / year?	10	
• Graduates / year?	2	
• MT jobs / year?	1	

6. Resource Allocation:

• Total program budget?	\$
• Faculty FTE?	
• Staff FTE?	

7. Does this program require new resources?  Yes  No  
If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

The faculty involved in teaching the required courses have already been teaching these courses, and hence, no provisions need to be made to relieve them from their present duties.

9. If internal reallocation is necessary, name the sources.

## ITEM 128-1001-R0705 Proposal

### MINOR IN CENTRAL AND SOUTHWEST ASIAN STUDIES

#### Program Description

- 1. Briefly describe the proposed new program. Please indicate if this is an expansion of an existing program; a new program; a cooperative effort with another institution, business or industry; and on-campus or off-campus program. Attach any formal agreements established for cooperative efforts.**

We propose the creation of an undergraduate minor in Central and Southwest Asian studies.<sup>1</sup> No such program exists in Montana. The proposed minor would represent an expansion of The University of Montana-Missoula's existing *Central Asia and Caspian Basin Program* currently housed in the Department of Geography. A Central and Southwest Asian studies minor would complement the department's recently established *Central and Southwest Asian Studies Options*, and would enable students in other disciplines to pursue a formal regional-studies minor in an area of considerable academic interest and practical importance.

The proposed minor in Central and Southwest Asian studies would offer undergraduates at The University of Montana-Missoula<sup>2</sup> an interdisciplinary perspective on Central and Southwest Asian environments, geography, cultures, history, economies, and societies. A Central and Southwest Asian studies minor would also reflect the strengths of the existing faculty. Drs. Jeffrey Gritzner, Sarah Halvorson, Ardeshir Kia, and Mehrdad Kia in the Department of Geography devote much of their teaching and research to courses and topics directly related to Central and Southwest Asia. The minor would also draw upon the strengths and expertise of faculty members in other disciplines within the College of Arts and Sciences (including Geology, History, Modern and Classical Languages and Literatures, and Economics), as well as faculty members in the College of Forestry and Conservation and the School of Law.

Other than their historical significance as the Cradle of Civilization and their importance within the world of Islam, Central and Southwest Asia have emerged as two of the most geopolitically and economically important regions in the world today. For example, the regions account for approximately forty-nine percent of current world oil production, possess seventy-four percent of currently identified reserves, and harbor enormous reserves of natural gas. Hence, there is an increasing demand for individuals trained in Central and Southwest Asian studies. It would be the intent of our proposed minor program to create informed, responsible scholars capable of addressing the many fascinating and complex issues associated with the regions. It is also noteworthy that extensive areas of Central and Southwest Asia are geographically similar to Montana, sharing both our problems and opportunities. The University of Montana-Missoula has a great deal to offer, and could benefit from the experience of Central and Southwest Asian societies.

As noted above, the Department of Geography already offers its majors an opportunity to study various aspects of Central and Southwest Asia through undergraduate and graduate option programs. The current curriculum encompasses western China, Mongolia, the five former Soviet Central Asian republics (Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, and

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<sup>1</sup>Geographers consider Central and Southwest Asia to be slightly differentiated regions within a single cultural realm.

<sup>2</sup>Although based on The University of Montana-Missoula Campus, cooperative relationships would be established with other campuses within The University of Montana system and throughout the state. For example, the university and city of Great Falls have developed technical and sister-city relationships with Kyrgyzstan, and have worked closely with our *Central Asia and Caspian Basin Program* in recent years.

Tajikistan), Pakistan and Afghanistan, the republics of the southern Caucasus, and the Middle East. The proposed minor in Central and Southwest Asia would build upon the experience and momentum generated by the existing undergraduate option in Geography, as well as by existing academic-exchange relationships, established sister-city relationships, and a rapidly expanding array of political and economic relationships. The minor would be administered by the Department of Geography; would be available to students campus-wide regardless of major; and would organize existing, regularly taught courses in such a way that students who complete eighteen credits of core and content coursework would receive formal academic recognition. The opportunity to minor in Central and Southwest Asian studies would increase the competitive edge of our students.

The goals of the proposed minor program are four-fold:

- To produce top-quality undergraduates with an understanding and appreciation of Central and Southwest Asia as a complement to their majors in other disciplines
- To respond to national and international demand for Central and Southwest Asian expertise to assist in addressing critical issues relating to these regions
- To support The University of Montana-Missoula's stated goal of further internationalizing the undergraduate curriculum
- To support and strengthen the existing formal relationships between The University of Montana-Missoula and academic institutions in these regions (for example, Tbilisi Institute of Asian and African Studies and Kutaisi State University in the Republic of Georgia; Naryn State University in Kyrgyzstan; and The Academy of State and Social Construction in Uzbekistan)

Our program would build upon the existing strengths of The University of Montana-Missoula and promote excellence in undergraduate teaching and research. The program would greatly enhance opportunity for graduate study or for employment in fields such as government, international humanitarian assistance, business, industry, health, and education.

**2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived for this effort.**

Since 1992, Central and Southwest Asia-related courses have been offered on a regular basis on The University of Montana-Missoula Campus. As faculty members, we have observed increasing interest and enrollments in our courses at all levels. For example, *Islamic Civilization* (HIST 283/284H)<sup>3</sup> consistently has enrollments in excess of 100 students. Sixty-five students enrolled in *Central Asia* (AS/HIST/LS 109) when it was first offered in 1998. Enrollments in *Central Asian Culture and Civilization* (AS/GEOG/HIST/LS 214S), *Cultures of Central Asia* (AS/GEOG/HIST 295), *Central Asia and Its Neighbors* (AS/GEOG/HIST 295), and other lower-division courses have similarly been large and exceeded our expectations. *Artistic Traditions of Central Asia* (AS/GEOG/HIST 395) regularly draws over sixty students; and enrollments in *The Middle East* (GEOG 213S) are now approaching fifty students each term that it is offered. Enrollment for the first-time offering of *The Silk Road* (AS/GEOG/HIST 295) during the Autumn Semester 2002 was forty-four. This course is expected to be the 100-level gateway course

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<sup>3</sup>The Requirements for a Minor section of this proposal includes revised course titles and numbers. Although cross-listings are still under discussion, all courses listed in the requirements section are taught by members of the Geography Faculty.

required for all students pursuing the proposed minor. What was taught as *Advanced Regional Geography: Central Asia* (GEOG 408) in the late 1990s, and is now *Central Asia Seminar* (GEOG 460), would be redesigned to serve as a capstone course for the undergraduate minor.

Over the past decade, there were many formal and informal discussions among University of Montana-Missoula faculty members regarding state and national needs in Central and Southwest Asian studies education. During this time, there were changes in the university faculty—from retirements, as well as with new hires with research and teaching interests in Central and Southwest Asia. We feel confident that we have adequate faculty and staff expertise already in place to justify this proposal and support the proposed minor. Additionally, the world events of 2001 captured national and international attention and further underscored the relevance of these regions for American citizens.

In 2001, an *ad hoc* University of Montana-Missoula faculty committee responded to growing course enrollments and the felt need for a Central and Southwest Asia studies program with a Title VI grant proposal that was submitted to the U.S. Department of Education. In the spring of 2002, the faculty committee was awarded a grant for \$162,000 to support the development of a cohesive program in Central and Southwest Asian Studies. This grant has supported the development of new courses; modifications of course content in existing courses; expanded language offerings in Arabic and Persian; and faculty development. Several other major grants have followed, and the total for all grants related to the region now approaches \$3 million. In 2005, undergraduate and graduate *Central and Southwest Asian Studies Options* in Geography were approved by the Academic Standards and Curriculum Review Committee (ASCRC), the Faculty Senate, and the Board of Regents of Higher Education. At the request of the ASCRC, the core University of Montana-Montana faculty is now taking steps to create a coherent minor in Central and Southwest Asian studies that could be pursued by students in other disciplines.

The attractiveness of The University of Montana-Missoula as a place to study Central and Southwest Asia is most clearly reflected in the large number of students who are drawn to our courses. We already offer a range of courses that resemble the course offerings of notable Central Asia or Eurasian programs on other university campuses (for example, Harvard University, Indiana University, and the University of Washington). Our program currently provides students with an opportunity to study and research the ecology, natural resources, geography, history, cultures, language, religion, artistic traditions, and institutions of Central and Southwest Asian countries. The broad, interdisciplinary nature of the proposed minor in Central and Southwest Asian studies would add to our competitive edge and consolidate the strong interest of both geography majors and others into a coherent minor.

Our proposed minor program has the potential to: (a) develop a national reputation; (b) be nationally competitive for substantial interdisciplinary contracts and grants, as well as financial support for overseas research by our students; (c) attract teachers and researchers of the highest caliber to available faculty positions; and (d) attract outstanding, highly motivated students from Montana, the nation, and beyond.

An added benefit derived from a minor program in Central and Southwest Asian studies would be that all students at The University of Montana-Missoula would have access to one of the finest Central and Southwest Asian educational opportunities available in the nation. Montana citizens and organizations would similarly have access to an outstanding cadre of regional experts, educators, and researchers. The work and outreach conducted by this group would provide a wealth of information, enabling Montanans and other U.S. citizens to better understand national- and foreign-policy decisions affecting Central and Southwest Asia and exercise responsible citizenship.

**3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.**

As noted in the Role and Scope of The University of Montana-Missoula, the university has established a unique role in international programming. The proposed minor in Central and Southwest Asian studies would relate well to the objectives expressed in the Role and Scope statement. Further, the proposed *Central and Southwest Asian Studies Minor* shares the university's goal to develop an informed, educated, and culturally aware citizenry that is prepared to meet the challenges of the twenty-first century, engage in lifelong learning, and lead productive lives in an increasingly diverse global society.

The proposed *Central and Southwest Asian Studies Minor* would also embody the fundamental mission of The University of Montana-Missoula to encourage members of the university community to explore and develop international and interdisciplinary perspectives in their programs and activities, and to understand the power and influence of globalization.

The traditions of promoting global awareness and responsible global citizenship would be enhanced and expanded for students through the proposed minor. There is little doubt that the proposed *Central and Southwest Asian Studies Minor* would result in a net increase in the number of undergraduate Montana students with valuable international training.

**4. State what effect the proposed program will have on the administrative structure of the institution, if any. Also, indicate the potential involvement of other departments, divisions, schools or colleges.**

The proposed *Central and Southwest Asian Studies Minor* should have no impact upon the administrative structure of the institution, in part owing to the existence of the undergraduate *Central and Southwest Asian Studies Option* already offered by the Department of Geography. The principal difference between the proposed minor and the option would be that the former would be available to students in disciplines other than Geography. The strengths of The University of Montana-Missoula in Central and Southwest Asia would attract additional students to the university, with attendant increases in research funding and productivity. Grant obligations include the development of additional courses without corresponding increases in the number of faculty members available to teach them. Hence, there would be an initial increase in faculty workload, but the increase would affect few faculty members, and those potentially affected have accepted responsibility for the increased load.

A steering committee composed of permanent faculty members in the College of Arts and Sciences, the College of Forestry and Conservation, and the School of Law who are involved in teaching and/or research related to Central and Southwest Asia has been created to coordinate the development of the proposed new program. A faculty member in the Department of Geography would serve as the academic advisor for students enrolling in the proposed *Central and Southwest Asian Studies Minor*.

We are currently engaged in the pursuit of external sources of funding, chiefly through grants, to support our program. In the future, new faculty and resources would be welcomed to enhance the program and better serve the students.

**5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein proposed?**

As noted above, no undergraduate major or minor programs in Central and Southwest Asian studies exist in Montana. No states adjoining Montana (North Dakota, South Dakota, Wyoming, or Idaho) offer undergraduate major or minor degrees in Central and Southwest Asian studies. A broad, interdisciplinary Eurasian program offering major and minor undergraduate degrees is available at the University of Washington. Our proposed program is similar to that at the University of Washington in that both focus upon providing undergraduates with solid language training and a broad interdisciplinary understanding of Central and Southwest Asia. However, our proposed program is fundamentally different in that we are expanding our interdisciplinary approach beyond the humanities and social sciences to include the environmental sciences. Students from a wide array of disciplines would have the opportunity at The University of Montana-Missoula to develop their own particular interests within the broad scope of our program and course offerings.

**6. Please name any accrediting agency(ies) or learned societies that would be concerned with the particular program herein proposed. How has this program been developed in accordance with the criteria developed by said accrediting body(ies) or learned society(ies)?**

The Northwest Commission on Colleges and Universities is the principal body responsible for the accreditation of institutions of higher education in the seven-state Northwest region, including The University of Montana. The content and objectives of the proposed minor are reconciled with the accreditation criteria described in the commission's *Accreditation Handbook*.<sup>4</sup>

Given the broad interdisciplinary nature of the proposed *Central and Southwest Asian Studies Minor*, there are several learned societies that would relate well to the program, including:

- Academic Society for the Studies of International Affairs
- American Geographical Society
- American Schools of Oriental Research
- Association for the Advancement of Central Asian Research
- Association of Asian Studies
- Association of American Geographers
  - Asian Geography Specialty Group
  - Middle East Specialty Group
  - Russia, Central Eurasian, and Eastern European Specialty Group
- Central Asian Studies Association
- European Association for Middle Eastern Studies
- Middle Eastern Studies Association
- National Council for Geographic Education

These learned societies have provided lists of other Central and Southwest Asian studies centers and programs in the United States and abroad that have helped us compare our proposal standards and requirements with those of minor programs in Central and Southwest Asian studies elsewhere. Areas considered and compared included the core credit requirements, language requirements, the substantive content of courses, and the number of faculty members with a concentration in Central and Southwest Asian studies. The faculty

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<sup>4</sup> Northwest Commission on Colleges and Universities, *Accreditation Handbook* (Redmond, Washington: Northwest Commission on Colleges and Universities, 2003), "Standards and Guide for Self-Study," *passim*.



members involved in our initiative are members, or former members, of most of the listed learned societies, and stay abreast of current thinking and new developments through the related networks.

**7. Prepare an outline of the proposed curriculum showing course titles and credits. Please include any plans for expansion of the program during its first 3 years.**

As noted elsewhere, the proposed *Central and Southwest Asian Studies Minor* would be available to all students. It would be offered in conjunction with undergraduate major programs in other disciplines, and would hopefully strengthen ties among these units. Students would declare their intention to minor in *Central and Southwest Asian Studies* to the program's academic advisor in the Department of Geography, who would review their course of study and advise students in planning their course sequences.

The minor would require the completion of *eighteen credits*. Students would be required to complete the following requirements beyond their respective major degree requirements:

**Requirements for the Minor**

**A. Introductory Course (3 credits)**

*The Silk Road* (GEOG 106; 3 credits; offered every semester)

**B. Select Two of the Following Four Foundational Courses (6 credits):**

*The Middle East* (AS/GEOG/LS 213S; 3 credits; offered autumn semester)

*Central Asia: Peoples and Environments* (AS/GEOG/HIST/LS 214S; 3 credits; autumn)

*Islamic Civilization: The Classical Age* (GEOG/HIST 283H; 3 credits; autumn)

*Islamic Civilization: The Modern Era* (GEOG/HIST 284H; 3 credits; spring)

**C. Select Three of the Following 300- and 400-Level Courses (9 credits):**

*Central Asia and Its Neighbors* (GEOG 345S; 3 credits; offered spring)

*Nationalism in the Modern Middle East* (GEOG/HIST 386H; 3 credits; autumn)

*Iran between Two Revolutions* (GEOG/HIST 387; 3 credits; offered spring)

*Cities and Landscapes of Central and Southwest Asia* (GEOG 402; 3 credits; autumn)

*Artistic Traditions of Central Asia* (GEOG 457; 3 credits; offered autumn)

*Central Asia Seminar* (GEOG 460; 3 credits; offered spring)

*Independent Study: The Middle East* (GEOG 496; 1-9 credits; every semester)

*Independent Study: Central Asia* (GEOG 496; 1-9 credits; every semester)

Additional courses of relevance (such as courses related to the natural history of Central Asia, wildlife management in Central and Southwest Asia, the archaeology of Central Asia, the impacts of Chinese civilization upon Central Asia, Islam, and legal reform in Central Asia) would be offered periodically by members of the existing interdisciplinary steering committee and other faculty colleagues with an interest in Central and Southwest Asia. It is expected that students would take coursework, and attain a level of proficiency, in one of the following languages that we offer at The University of Montana-Missoula: Arabic, Chinese, Persian, or Russian. The program would also encourage travel and exchange with institutions of higher education in Central and Southwest Asia with which The University of Montana-Missoula has established formal agreements. The Office of International Programs offers a variety of programs in Central

and Southwest Asian countries. Students would be encouraged to plan this minor early in their studies in order to participate in research and study-abroad opportunities.

### **Proposed Catalogue Copy**

The *Central and Southwest Asian Studies Minor* is available to all students. It consists of eighteen credits. Students selecting the minor are required to successfully complete GEOG 106 and six credits in foundational *Central and Southwest Asian Studies* courses (200-level courses). Students must then complete nine credits of additional coursework at the 300- or 400-level. No language courses are required; however, students pursuing the minor are *strongly* encouraged to meet the university-wide general education foreign language competency requirement by completing at least the second semester of one of the following languages (100 level or higher): Arabic, Chinese, Persian, or Russian. Participation in a study-abroad program is *strongly* recommended.

### **8. Assessment Plan**

The program advisor would be a faculty member in the Department of Geography. As currently envisaged, the program would initially be administered by a committee composed of four faculty members within the Department of Geography, with guidance from the existing interdisciplinary steering committee. All faculty members who are teaching courses related to the proposed minor would be eligible to serve on the steering committee. The administrative committee would be responsible for dealing with student advising and curriculum issues (for example, approving courses, scheduling, reviewing and adjudicating requests for credit exceptions) and for program assessment. Members of the administrative committee would prepare an annual report on activities, needs, and outcomes (for example, the number of students participating in the option, course enrollments, scheduling, internship, and job placements). This report would be submitted to the Dean of the College of Arts and Sciences.

### **Faculty and Staff Requirements**

#### **1. Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.**

##### Tenured or Tenure-Track University of Montana Faculty

Jeffrey Gritzner, Professor and Chairman, Department of Geography  
 Sarah J. Halvorson, Assistant Professor, Department of Geography  
 Ardeshir Kia, Senior Lecturer, Department of Geography  
 Mehrdad Kia, Professor, Department of Geography; Director, International Programs; and  
 Co-Director, *Central Asia and Caspian Basin Program*

##### Adjunct Faculty

Samir Bitar, Instructor of Arabic, Department of Modern and Classical Languages and Literatures

As noted elsewhere, several tenured or tenure-track faculty members in a variety of disciplines at The University of Montana-Missoula serve on an existing Central and Southwest Asia steering committee. They include Donald Bedunah (Professor, College of Forestry and Conservation); Marc Hendrix (Professor, Department of Geology); David Aronofsky and Jeffrey

Renz (adjunct professors, School of Law); Terry Weidner (Mansfield Professor of Modern Chinese Affairs); John Klocek (Associate Professor, Department of Psychology); and others.

**2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties.**

The University of Montana-Missoula currently has sufficient faculty resources to launch and support the proposed *Central and Southwest Asian Studies Minor* with the broad array of participating faculty members in the natural sciences, social sciences, and the humanities. The minor program could be instituted and maintained successfully with the resources currently available. The faculty members listed above are already involved in teaching the courses listed. Hence, no special provisions are required to relieve them from their present duties.

**3. Please explain the need and cost for support personnel or other required personnel expenditures.**

No additional personnel would be required.

**Capital Outlay, Operating Expenditures, and Physical Facilities**

**1. Please summarize operating expenditure needs.**

The *Central and Southwest Asian Studies* courses listed above are offered within The University of Montana-Missoula's existing operating budget.

**2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need to be strengthened during the next three years?**

A U.S. Department of Education Title VI grant awarded to the *Central Asia and Caspian Basin Program* provides funds to strengthen the Mansfield Library holdings with the purchase of books, journals, video films, and other resource materials of direct relevance to the proposed program. A third major Title VI grant, approved in March, 2005, would provide additional resources for the development of the proposed *Central and Southwest Asian Studies Minor*. Additional federal grant proposals have been submitted that, if successful, would similarly support the expansion of Central and Southwest Asian holdings in the library. It might also be noted that University of Montana-Missoula faculty members with teaching and research interests in Central and Southwest Asia have long been active in exploiting available resources to strengthen the library's Central and Southwest Asian collections. They include funds previously made available through the *Asian Studies Program* and the Maureen and Mike Mansfield Center, and still made available through departmental library allocations.

**3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List those pieces of equipment or computer hardware presently available in the department.**

No new equipment would be needed to initiate the minor program. With regard to the language-course offerings, the Department of Modern and Classical Languages and Literatures possesses a twenty-eight position multimedia computer laboratory and joint forty-position language laboratory with facilities for video and audio individual and group interaction.

Computerized language programs and satellite television are available to supplement class work.

**4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities?**

Central and Southwest Asian studies courses are already taught in classrooms and language laboratories on The University of Montana-Missoula campus. No additional facilities would be required.

**Evaluation of Proposed Program**

**1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.**

The following bodies have reviewed and approved the proposal:

- Department of Modern and Classical Languages and Literatures
- *Asian Studies Program*
- Academic Standards and Curriculum Review Committee
- The Faculty Senate

**2. If outside consultants have been employed, please list the names of these consultants, their current positions and titles. Append copies of their written reports.**

Although no outside reviewers have been consulted, the proposed minor was developed in consultation with officials of the U.S. Department of Education.

**ITEM 128-1002-R0705**                      **Approval of a  
new Paleontology Center and Field Station; The  
University of Montana-Missoula**

**THAT:**                                              In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana-Missoula to create a University of Montana Paleontology Center and a Fort Peck Field Station.

**EXPLANATION:**                                              Establishment of this Center will strengthen paleontology research and education in the Inland Empire region and the State of Montana, given the variety of fossil groups in the UM collection. Specifically, it will expand the teaching in paleontology and the research and teaching opportunities based on the collections of fossils. Within the present UM paleontology facility, there is a fossil preparation lab and a world-class research collection. Holdings represent the fossil heritage of the State of Montana as well as other places in North America and the world. The facility attracts researchers from the U.S. and abroad. The facility was started in 1895 with a grant from the Smithsonian Institution. Research publications based on the collection started in 1899 and, to date, the bibliography list includes nearly 300 scientific papers that are based on the fossil holdings. The current collection has over 100,000 specimens of vertebrates, invertebrates, and plants (includes 1000 type-specimens either illustrated or representing a new taxon).

There are four primary objectives associated with creation of UMPC: 1. To give State, national and international recognition to this unit of The University of Montana, which has contributed to world-wide education and science for so many years; 2. to expand the educational and research components of the Montana University System; 3. to have a recognizable and specifically designated "Center" for bringing funds to the University (grants, contracts, donations, etc.) and for attracting students (both traditional and non-traditional) and visiting scholars; and 4. to

provide an administrative unit for the Fort Peck Field Station, which will be created in the Glasgow Region of Montana.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 128-1002-R0705 Date of Meeting: July 14-15, 2005  
Institution: The University of Montana - Missoula  
Program Title: The University of Montana Paleontology Center with the Fort Peck Field Station

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

**The request is for authorization to create the University of Montana Paleontology Center (UMPC) and an associated Fort Peck Field Station.**

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

### ITEM 128-1002-R0705

**Institution:** The University of Montana-Misdsoula

**Program Title:** The University of Montana Paleontology Center

1. How does this program advance the campus' academic mission and fit priorities?

The mission of The University of Montana includes creating knowledge, providing an active learning environment, generating outreach and service to the State/nation/world, providing unique educational experiences, while being responsive to the needs of Montanans. The proposed University of Montana Paleontology Center and the associated Fort Peck Field Station are in complete synchrony with the University mission. The new Center and Station will continue to give scientific oversight on collecting, preparing, analyzing fossils from Montana and elsewhere in the world. This will create an excellent learning environment for Montana students (graduate, undergraduate and K-12) and non-traditional students, many of whom will come from out-of-State. Creation of the field station in the Glasgow/Fort Peck region and the virtual museum website are outreach activities to the State and region. National and international outreach will come from the expanded opportunities for scholars to participate in collecting and studying the paleontological treasures of and in Montana.

2. How does this program fit the Board of Regents' goals and objectives?

The mission and goals of the Board of Regents include providing high quality, coordinated, and stimulating environments for learning, while contributing to economic development for Montana.

"The University of Montana Paleontology Center" (UMPC) and the associated "Fort Peck Field Station", or FPFS will preserve the fossil heritage of Montana and the region, to be a repository for important fossil discoveries, and to serve as a center of excellence for research, teaching, and public outreach. Associated with this will be the development and maintenance of an electronic database and a website, which will support research and education, including distance learning and a "museum without walls." Partnership with the non-profit organization "Fort Peck Paleontology, Inc. (FPPI) and its facilities in the Glasgow area, which may include some buildings at the old Glasgow Air Force Base, will allow creation of a summer program with paying "volunteers" to assist in digs and fossil preparation. "The Fort Peck Dam Interpretative Center and Museum", operated by the Army Corps of Engineers has designated about 1000 sq ft of Museum space for fossil exhibits to be prepared and managed jointly by FPPI and UMPC.

3. How does this program support or advance Montana's needs and interests?

The new center would be called "The University of Montana Paleontology Center" (UMPC) and the associated field station would be designated as the "Fort Peck Field Station", or FPFS. The purpose of the center and the associated field station is to preserve the fossil heritage of Montana and the region, to be a repository for important fossil discoveries, and to serve as a center of excellence for research, teaching, and public outreach. Associated with this will be the development and maintenance of an electronic database and a website, which will support research and education, including distance learning and a "museum without walls." Partnership with the non-profit organization "Fort Peck Paleontology, Inc. (FPPI) and its facilities in the Glasgow area, which may include some buildings at the old Glasgow Air Force Base, will allow creation of a summer program with paying "volunteers" to assist in digs and fossil preparation. UM and other students would be involved in course work at these facilities for theses and/or academic credits. Finally, "The Fort Peck Dam Interpretative Center and Museum", operated by the Army Corps of Engineers has designated about 1000 sq ft of Museum space for fossil exhibits to be prepared



and managed jointly by FPPI and UMPC. The University of Montana has been approached by FPPI and economic developers in the Glasgow region to create a "Field Station" in the area in order to provide scientific direction and leadership for their existing field station, to help with the paleontology exhibit part of the Fort Peck Interpretative Center and Museum, to assist in building programs that would bring in researchers, students and tourists to boost the economy of the regions, and to exploit opportunities to use certain facilities at the old Glasgow AFB. A "Fort Peck Field Station", although operating year-around, would be mostly a UM summer facility. Administratively, the UMPC's Director, curator and collections managers would serve at both sites. FPPI would hire a Business Manager and other staff to deal with non-scientific/academic aspects of the joint Glasgow area operations.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

A side benefit of those aspects of the project scheduled for the Glasgow/Fort Peck area is enhancement of the region's economy through increased employment, purchase of local goods and services, and increased tourism to the region.

5. What is the program's planned capacity?

• Break-even point?	NA	FTE students
• Enrollments / year?	21-84	
• Graduates / year?	NA	
• MT jobs / year?	5	

6. Resource Allocation:

• Total program budget?	\$ 91000-249900
• Faculty FTE?	0.3-0.5
• Staff FTE?	0.3-2.4

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ 91000-249900

8. How will the campus fund the program?

Program fees for summer students at the FPFS will also generate considerable revenues in amounts of \$40,000 to \$160,000 per year. Tuition payments and private contributions will contribute other funding for the Center and its activities in amounts starting at \$13,700 per year and increasing to \$89,000 by the fifth year. A grant from NASA will provide \$50,000 of "seed money" during the Center's first year of operations. Requests for \$1.5 million per year for 4 years, through the initiative process, have been requested from the Energy and Water Division of the Army Corps of Engineers. In addition, the UMPC has identified Requests for Applications for grants from the National Science Foundation, the Smithsonian Institution and the Department of Interior to cover renovation expenses, capital purchases, and some operating expenses.

9. If internal reallocation is necessary, name the sources.

NA

**CREATION OF A NEW CENTER AT THE UNIVERSITY OF MONTANA-MISSOULA  
WITH AN ASSOCIATED FIELD STATION**

1. Identify the center's purpose:

The new center would be called "The University of Montana Paleontology Center" (UMPC) and the associated field station would be designated as the "Fort Peck Field Station", or FPFS. The purpose of the center and the associated field station is to preserve the fossil heritage of Montana and the region, to be a repository for important fossil discoveries, and to serve as a center of excellence for research, teaching, and public outreach. Associated with this will be the development and maintenance of an electronic database and a website, which will support research and education, including distance learning and a "museum without walls." Partnership with the non-profit organization "Fort Peck Paleontology, Inc. (FPPI) and its facilities in the Glasgow area, which may include some buildings at the old Glasgow Air Force Base, will allow creation of a summer program with paying "volunteers" to assist in digs and fossil preparation. UM and other students would be involved in course work at these facilities for these and/or academic credits. Finally, "The Fort Peck Dam Interpretative Center and Museum", operated by the Army Corps of Engineers has designated about 1000 sq ft of Museum space for fossil exhibits to be prepared and managed jointly by FPPI and UMPC.

2. State the center's objectives:

There are four primary objectives associated with creation of UMPC:

1. To give State, national and international recognition of a unit of The University of Montana, which has contributed to world-wide education and science for 110 years.
2. To expand the educational and research components of the Montana University System.
3. To have a recognizable and specifically designated "Center" for bringing funds to the University (grants, contracts, donations, etc.) and for attracting students (both traditional and non-traditional) and visiting scholars.
4. To provide an administrative unit for the Fort Peck Field Station, which will be created in the Glasgow Region of Montana.

1. The present UM paleontology facility consists of a fossil preparation lab and a world class research collection. Holdings represent the fossil heritage of the State of Montana as well as other places in North America and the world. The facility attracts researchers from the U.S. and abroad. The facility was started in 1895 with a grant from the Smithsonian Institution. Research publications based on the collection started in 1899 and, to date, the bibliography list includes nearly 300 scientific papers. The current collection has over 100,000 specimens of vertebrates, invertebrates, and plants, which include 1,000 type-specimens (either illustrated or representing a new taxon). Highlights of the collection include: The Burgess Shale - Cambrian Period (410 million years ago), containing the rarest fossils in the world from British Columbia. The Bear Gulch Biota - Soft-bodied plants, vertebrates, and invertebrate animals from the Carboniferous Period (320 million years ago). This collection includes the most

complete fossil fish collection in North America. The Field Collection - The most extensive holdings of Cenozoic Period (5 - 25 million years ago) mammals in the Rocky Mountain region. It includes specimens from elephants, rhinoceroses, horses, and many extinct animals. This collection is used as the main method of dating the rising of the Rocky Mountains. The Stanley Collection - This is the most extensive collection of early Mesozoic Period (200-240 million years ago) representing marine invertebrates in the U.S. This collection includes many types that form the basis for new species of corals, sponges and mollusks. The Miller Plant Holdings - Rare and unusual Early Cretaceous and Cenozoic Period (40 - 100 million years ago) plants and pine cones. This collection also includes many type plant specimens.

2. Paleontology research and education in Montana and the Inland Empire region can be expanded profitably. At the University of Wyoming and the University of Idaho, there is little teaching in paleontology and limited teaching collections of fossils. Washington State University offers a paleontology emphasis in its Geology Department. The Earth Science program at Montana State University through an emphasis in Geology offers paleontology. The Museum of the Rockies at MSU emphasizes vertebrate paleontology, primarily dinosaurs. According to their website, 45% of the collection is in anthropology, 36% photo-archives, 10% history, 8% vertebrate paleontology, and 1% other. The vertebrate paleontology part of the collection is primarily dinosaur bones. Thus, an objective of The University of Montana Paleontology Center is to provide research and educational opportunities predominantly in fields of paleontology other than dinosaurs.

3. A "Paleontology Center" designation would enhance the University's ability to attract outside funding and students. Grant announcements from the United States Department of Interior, the National Science Foundation, the National Award for Museum Service, and Museums for America all contain programs with awards of \$150,000 to \$1,500,000 annually for equipment, salaries and other operating expenses for designated units like "The University of Montana Paleontology Center." Reviewers of these grant applications look for an institutional commitment to the project. A Center designation would be one such commitment that could strengthen an application.

Studies of paleontology, within the realm of the earth's natural history have been attracting more traditional and non-traditional students. A "Paleontology Center" at the University would retain Montana students and would attract out-of-State students, wishing education and/or research opportunities in this field.

4. The University of Montana has been approached by FPPI and economic developers in the Glasgow region to create a "Field Station" in the area in order to provide scientific direction and leadership for their existing field station, to help with the paleontology exhibit part of the Fort Peck Interpretative Center and Museum, to assist in building programs that would bring in researchers, students and tourists to enhance the economy of the regions, and to exploit opportunities to use certain facilities at the old Glasgow AFB. A "Fort Peck Field Station", although operating year-around, would be mostly a summer operation. Administratively, the UMPC's Director, curator and collections managers would serve at both sites. FPPI would hire a Business Manager

and other staff to deal with non-scientific/academic aspects of the joint Glasgow area operations. An MOU has been created between UM and FPPI outlining their respective responsibilities and objectives.

3. The center's anticipated activities:

A. Funding the UMPC's programs will be a major activity. Grants must be written, submitted, and funded grants have to be administered. It is hoped that, as the reputation of UMPC grows in the community and the region, the Center will attract private contributions, as well.

B. Administration and oversight of both the UMPC and the FPFS will fall on the Center's staff, who report to the Center's Director; the UMPC's Director reports to the Chairperson of the Department of Geology. Financial administration, personnel management, coordination with FPPI, curricular management, and coordinating outreach will be included in these activities.

C. Scientific activities include collecting, processing, archiving, studying, and publishing on fossils. Many of these activities will be carried out under UMPC's administrative oversight by students, staffers, visiting researchers, and volunteers in the various Center programs.

D. Educational activities of the UMPC fall into two general areas. First are outreach activities through special programs, seminars and courses (i.e., distance education). Management of museum exhibits is also considered as educational outreach activities. Management of The Army Corps of Engineers Interpretative Center and Museum at Fort Peck will be a major activity, but smaller exhibits are planned for Missoula and other communities around the State.

4. Agencies, organizations, institutions, and advisory councils involved:

The University of Montana - Missoula  
Department of Geology at UM  
Fort Peck Paleontology, Inc., PO Box 123, Fort Peck, MT 59233  
Two Rivers Economic Growth, Inc., 74 4<sup>th</sup> St N, Glasgow, MT 59230  
US Army Corps of Engineers Interpretive Center, PO Box 208, Fort Peck, MT 59233

According to the MOU between UM and FPPI a joint Advisory Board will be established to coordinate and advise on scientific, educational and business activities of the Fort Peck Field Station.

5. The center's reporting line within the University:

The UMPC will be under the Department of Geology at UM and its Director will report to the Chairperson of the Department of Geology. Curator, Collection Managers,

and staff of the UMPC will report to its Director. All personnel at the Fort Peck Field Station will also report to the UMPC Director.

6. Relationship of the center to the University's mission, departments involved, and contributions of the center to academic programs:

The mission of The University of Montana includes creating knowledge, providing an active learning environment, generating outreach and service to the State/nation/world, providing unique educational experiences, while being responsive to the needs of Montanans. The proposed University of Montana Paleontology Center and the associated Fort Peck Field Station are in complete synchrony with the University mission. It will continue to give scientific oversight on collecting, preparing, analyzing fossils from Montana and elsewhere in the world. This will create an excellent learning environment for Montana students (graduate, undergraduate and K-12) and non-traditional students, many of which will come from out-of-State. Creation of the field station in the Glasgow/Fort Peck region and the virtual museum website are outreach activities to the State and region. National and international outreach will come from the expanded opportunities for scholars to participate in collecting and studying the paleontological treasures of and in Montana. Finally, a side benefit of those aspects of the project scheduled for the Glasgow/Fort Peck area is enhancement of the region's economy through increased employment, purchase of local goods and services, and increased tourism to the region.

The Department of Geology currently administers the "Museum of Paleontology." This museum allows prearranged tours and study opportunities for qualified scientists. Creation of the UMPC and the FPFS (which will interact with the Fort Peck Interpretative Center and Museum) will allow greater opportunities for public display of some of the museum's treasures. All courses in Paleontology are currently taught in the Department of Geology's course offerings. This will not change if a Center and a Field Station are created.

7. Describe any similar programs in Montana and the surrounding region:

Although there are other paleontology programs in Montana and in the surrounding region, the establishment of the proposed Center will expand the collections and enable additional research and teaching opportunities. As stated in section 2.2., the University of Wyoming and the University of Idaho possess limited teaching collections of fossils and restricted teaching in paleontology. Washington State University offers a paleontology emphasis in its Geology Department. The Earth Science program at Montana State University offers paleontology as an emphasis in Geology. The excellent collections at the Museum of the Rockies at MSU focus on anthropology, history, and vertebrate paleontology, especially dinosaur fossils. The websites of the Universities of North and South Dakota indicate that each offered a single course in vertebrate paleontology and North and South Dakota State Universities also have minimal or no offerings in this field. Thus, an objective of The University of Montana Paleontology Center is to provide research and educational emphasis and

opportunities predominantly in fields of paleontology other than dinosaurs; this would fill an academic need for Montana as well as for this region of the country.

8. Budget for first five years:

See the attached Budget Sheet and Attachment A, B, C, and D.

a. Identify faculty and staff requirements:

1) Names and percentage of professional time they will devote to the center:

George D. Stanley, Professor, Department of Geology - 0.5 FTE as Director of the UMPC.

2) The need and cost for new faculty, and special qualifications:

Additional personnel will be added to The University of Montana Paleontology Center and to the Fort Peck Field Station summer staff as programs grow and federal and private funding become available.

3) Support personnel and graduate assistants:

During summers of years 2 - 5, graduate assistants will be hired as the needs arise and as funds from federal grants and private sources become available.

b. Identify library, telecommunications, computing, equipment and space needs:

The existing Mansfield Library holdings will suffice; no major additional demands are anticipated in the near future. Likewise, nothing extraordinary is anticipated for telecommunications needs. At UM-Missoula, the Center will need its own telephone and fax line. Similar communications systems will be required at the Fort Peck Field Station. Computer work stations will parallel the telephone requirements. However, the "Virtual Museum" website will need a webmaster and a server. It is anticipated that these will be provided through a contractual arrangement between the Center and the UM IT office. For the first 5 years of operation, the existing office, preparation and collection space used by the paleontology group at UM-Missoula will be sufficient. However, renovations are needed in the existing paleontology space in the basement of the Science Complex. Costs for these renovations have been included in the Budget Analysis. New, space-saving specimen storage cabinets will constitute the majority of the new equipment purchased. These will allow consolidation of the collections, making more space available in the existing square footage for educational and research purposes. A new addition to the Skaggs Building (by Pharmacy and DBS) will contain about 1000 square feet of space, which might accommodate public displays from the UM Paleontology Museum.

In an agreement, being negotiated with Fort Peck Paleontology, Inc., office, research and preparatory space will be provided for the FPFS in their existing 7000 square foot facility. Some remodeling will be required and costs for this are included in the Budget Analysis. The Army Corps of Engineers, in cooperation with FPPI and the FPFS, is making available about 1000 square feet of museum space (at no cost) in the Fort Peck Interpretative Center, for public displays and exhibits organized and maintained by the FPFS. Additional space for long term storage of fossils and for some work on larger specimens can be obtained through an agreement with managers of abandoned facilities at the old Glasgow AFB. There also is housing (both apartments and barracks), which can be rented at low cost from current managers of the AFB for use by students, staff, and administrators of the FPFS.

c. Sources of funding to support the center:

A grant from NASA, funded in 2005 will provide \$50,000 of "seed money" during the Center's first year of operations; if this funding is delayed, the \$50,000 will be underwritten from the Office of the Vice President for Research at The University of Montana from indirect costs funds. Requests for \$1.5 million per year for 4 years, through the initiative process, have been requested from the Energy and Water Division of the Army Corps of Engineers. In addition, the UMPC has identified Requests for Applications for grants from the National Science Foundation, the Smithsonian Institution and the Department of Interior to cover renovation expenses, capital purchases, and some operating expenses. If funded, these grants could bring in several million dollars per year. Program fees for summer students at the FPFS will also generate considerable revenues. Tuition payments and private contributions will contribute other funding for the Center and its activities.

**BUDGET ANALYSIS**

Proposed Program: The University of Montana Paleontology Center										
Campus: Missoula and a Field Station at Fort Peck										
	Year 1		Year 2		Year 3		Year 4		Year 5	
Estimated Enrollment (see Attachment A)	1 regular new UM student 10 tuition and fee paying summer only students 10 not-for-credit fee paying students		2 regular new UM students 15 tuition and fee paying summer only students 15 not-for-credit fee paying students		4 regular new UM students 20 tuition and fee paying summer only students 20 not-for-credit fee paying students		4 regular new UM students 30 tuition and fee paying summer only students 30 not-for-credit fee paying students		4 regular new UM students 40 tuition and fee paying summer only students 40 no-for-credit fee paying students	
FTE Enrollment	1 new AY 11 @ 3 credits		2 new AY 17 @ 3 credits		4 new AY 24 @ 3 credits		4 new AY 34 @ 3 credits		4 new AY 44 @ 3 credits	
Estimated Incremental Revenue	10700		20200		43500		56100		59900	
Use of Current General Operating Funds	0		0		0		0		0	
State Funds	0		0		0		0		0	
State Funding for Enrollment Growth	0		0		0		0		0	
Tuition Revenue										
A. Gross Incremental Tuition Revenue	10700		20200		43500		56100		59900	
B. Reductions to Incremental Tuition	0		0		0		0		0	
C. Net Applied Tuition Revenue (A-B)	10700		20200		43500		56100		59900	
Program Fees (see Attachment B)	40000		60000		80000		120000		160000	
External Funds (see Attachment C)	50000		0		0		0		0	
Other Funds (see Attachment D)	3000		17700		10000		20000		30000	
<b>TOTAL Estimated Revenue</b>	<b>103700</b>		<b>97900</b>		<b>133500</b>		<b>196100</b>		<b>249900</b>	
Estimated Incremental Expenditures										
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personal Services	0.9	41000	1.2	68000	1.6	77000	2.1	110000	2.9	143000
Operating Expenses	20000		29900		56500		86100		106900	
Equipment	0		0		0		0		0	
Start-up Expenditures	30000		0		0		0		0	
<b>TOTAL Estimated Expenditures</b>	<b>91000</b>		<b>97900</b>		<b>133500</b>		<b>196100</b>		<b>249900</b>	
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	<b>12700</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	



### **Budget Attachment A**

The Estimated Incremental Revenue was calculated from new students attracted to UM by the Center and the Field Station as follows: In year 1 there would be 1 additional AY In-State student and 11 summer students. The AY student would pay normal tuition for the AY and \$750 summer tuition (based on covering the costs for the 3 credit summer course. Also, 10 of the 20 special summer students would also pay \$750 each to receive University credit for the course. In year 2, there would be 2 AY UM In-State students and 15 out of 30 summer students paying \$1000 each for the 3 credits. Year 3 would have 3 In-State and 1 Out-of-State AY students and 20 of 40 summer students paying \$1300 tuition. Year 4 has the same number of AY UM students and 30 of 60 summer students paying \$1200 summer tuition. Year 5 has the same number of AY UM students and 40 of 80 summer only students paying \$1000 tuition. Note: As the number of summer students increases, there is an economy of scale that more than offsets the increased incremental costs, thus resulting in a reduction in summer tuition.

A new major or a minor in paleontology is not being requested. If a Paleontology Center were established at UM, with a Field Station at Fort Peck, one or two additional AY undergraduate majors per year might be attracted along with a like number of graduate students. However, summer offerings for field work at Fort Peck could attract 10 to 40 traditional and non-traditional students, who would take a Field-Study course for credit and a similar number of non-traditional students, who would take it as a not-for-credit offering. These numbers were used for calculating the Estimated Incremental Revenue, as indicated above and on the Budget Analysis sheet.

### **Budget Attachment B**

In addition to any tuition fees paid for those field-work programs at the Fort Peck Field Station, Program Fees of about \$2000 would be paid by summer participants.

### **Budget Attachment C**

A grant funded in 2005 will provide \$50,000 seed money for the first year of operation of the UMPC and FPFS; the Office of the Vice President for Research at UM will underwrite this cost if the grant is delayed.

Although not included in the budget analysis an initiative request has been submitted to Congress for \$1.5 million per year. In addition, the UMPC will apply for multiple grants to NSF, the Smithsonian Institution, and the Department of Interior to cover renovation, capital purchases, and some of the operating expenses.

### **Budget Attachment D**

Other Funds include private contributions and payments from FPPI for services provided by FPFS.

July 14-15, 2005

**ITEM 128-1501-R0705**                      **Approval of**  
**Proposal to offer a Master of Science in**  
**Interdisciplinary Studies through the Graduate**  
**School; Montana Tech of The University of**  
**Montana.**

**THAT:**                                              The Board of Regents of Higher Education authorizes Montana Tech of The University of Montana to offer an Master of Science in Interdisciplinary Studies through the Graduate School; Montana Tech of The University of Montana.

**EXPLANATION:**                                              Montana Tech of The University of Montana is requesting the ability to offer an Master of Science Degree in Interdisciplinary Studies through the Graduate School. The Master of Science program in Interdisciplinary Studies (IMS) allows students to work with faculty in the design of a graduate curriculum tailored to their unique academic, creative and professional objectives. Because of the unusual nature of this program, they carry a number of special admission and programmatic limitations that are described in this section. The student must seek out and identify a Program Committee of at least 3 university faculty from at least two different academic departments who are willing to serve. At least one committee member must be from a Master's Degree granting department of Montana Tech. Each discipline in the proposed interdisciplinary program must be represented on the Program Committee. In consultation with the chair and other members of the Program Committee, the applicant will develop a clear set of goals for their research program and curriculum plan, listing each course the student will take in the degree program. For the IMS, this degree plan should strike a rough balance of work among the various disciplines represented.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	128-1501-R0705	Date of Meeting:	July 14-15, 2005
Institution:	Montana Tech of The University of Montana		
Program Title:	Master of Science in Interdisciplinary Studies		

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### **Specify Request:**

**Montana Tech of The University of Montana is requesting the ability to offer a Master of Science Degree in Interdisciplinary Studies through the Graduate School. The Master of Science program in Interdisciplinary Studies allows students to work with faculty in the design of a graduate curriculum tailored to their unique academic, creative and professional objectives. Because of the unusual nature of this program, they carry a number of special admission and programmatic limitations**

**ITEM 128-1501-R0705****Montana University System New Academic Program Proposal Summary**

Campus: **Montana Tech of the University of Montana**  
 Program Title: **Master of Science in Interdisciplinary Studies**

**1. How does this program advance the campus' academic mission and fit priorities?**

Montana Tech of The University of Montana is a specialty institution emphasizing science and engineering, with occupational programs through graduate work. MT Tech strives to assist every student attain success in their academic, professional, and individual goals. MT Tech strives to meet the changing needs of society by supplying knowledge and education through a strong undergraduate curriculum augmented by research, graduate education and service.

**2. How does this program fit the Board of Regents' goals and objectives?**

Goal A of Board of Regents goals and objectives is to provide a stimulating, responsive, and effective environment for student learning, student living, and academic achievement. This degree alternative is responsive to the needs of the students and industry to meld their academic goals in response to demands of society in the research area.

**3. How does this program support or advance Montana's needs and interests?**

Montana is advancing in the area of growth in the industries supported by the research infrastructure on the campuses. This program will fill a unique need in that the students are flexible in their choices for education and can tailor a program to fit their interests and the interests of the industry providing the research need.

**4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)**

While there are not clear examples of how this program will contribute to the economic development of Montana, the students will be clearly equipped to work in a variety of areas such as the Missoula Heart Institute.

**5. What is the program's planned capacity? 4  
Break-even point? \_\_\_\_\_ FTE students**

Enrollments/year? **3 to 4**

Graduates/year? **3 to 4**

MT jobs/year? **2**

**6. Resource Allocation**

**Total program budget? \$      Faculty FTE? 0      Staff FTE? 0**

**Does this program require new resources?**

No new resources

**Amount?**

**How will the campus fund the program?**

The students will coordinate their program between existing faculty and programs. The student stipends and fee waivers will be from grant sources as in the current practice.

**If internal reallocation is necessary, name the sources?**

None required

**ITEM 128-1501-R0705****PROGRAM DESCRIPTION**

**1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program, a new program; cooperative effort with another institution, business or industry; or an on-campus or off-campus program. Attach any formal agreements for this cooperative effort.**

The Interdisciplinary Master of Science program (IMS) will allow students to work with faculty in the design of a graduate curriculum tailored to their unique academic, creative and professional objectives. The program will contain an Engineering track and a Science track. Because of the unusual nature of this program, they carry a number of special admission and programmatic limitations that are described in this section.

**2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from the effort.**

There are increasing numbers of students seeking dual master's degrees and expanding into new areas such as biomedical and nanomaterials under traditional areas. The students are seeking a unique blend of the conventional and expanding areas of science and technology. They are blending specialty fields like: environmental engineering and mining engineering; mechanical engineering and biology; conventional metallurgy and nanomaterials; environmental engineering and biology. The growing numbers of Montana Tech master's students working on their research at the Heart Institute in Missoula is evidence of the expanded need for engineering applications in medical fields. Much of this is fueled by grant funded faculty research positions by INBRE-\$2.25MM, NSF \$250K.

**3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.**

Montana Tech of The University of Montana is a specialty institution emphasizing science and engineering, with occupational programs through graduate work. MT Tech strives to assist every student attain success in their academic, professional, and individual goals. MT Tech strives to meet the changing needs of society by supplying knowledge and education through a strong undergraduate curriculum augmented by research, graduate education and service.

**4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments, divisions, colleges, or schools.**

There will be no effect on the administrative structure of the institution.

Faculty in the College of Math And Science, College of Humanities, Social Science, And Information Technology, and the School of Mines And Engineering will work with the students to develop the appropriate plan of study for the education goals of the students in alignment with the requirements for master's degrees at MT Tech.

**5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein described?**

UM-M offers a similar option in its graduate school. Montana Tech's requested program is modeled after UM-Missoula's.

MSU-Bozeman offers a BA and BS in directed interdisciplinary studies.

**6. Please name any other accrediting agency(ies) or learned society(ies) that would be concerned with the particular program herein proposed. How has this program been developed in accordance with criteria developed by said accrediting body(ies) or learned society(ies)?**

There are no specific accrediting agencies concerned with this program. The program was developed in accordance with the criteria for the existing master's level degrees at MT Tech.

**7. Prepare an outline of the proposed curriculum showing course titles and credits. Please indicate any plans for expansion of the program during its first three years.**

### **Curriculum**

The IMS program will offer both non-thesis options and thesis options. The non-thesis options will typically be available to only those students who can document a history of written and oral publications and presentations.

Non-Thesis option - 37 credits, including 2 seminar credits and 1 communications credit, comprehensive exam and project report.

Thesis Option - 31 credits, including 6 thesis credits, 2 seminar credits and 1 communications credit, comprehensive exam and a thesis or a paper submitted in a nationally recognized journal.

### **IMS Application Materials and Deadline: Open deadline**

- GRE score with a test date that is within the past five years OR verifiable GRE scores if the test date is over five years old.
- TOEFL of at least 525 Paper Based Test or 195 Computer Based Test is required of all international applicants.
- Students must have developed a plan of study in consultation with their faculty Program Committee **before** submitting an application.
- An Undergraduate GPA of 3.0 or an Undergraduate GPA of 3.0 in the last two years of study.
- A Personal Narrative outlining academic and professional goals and how they relate to the chosen field of study.

### **Establishing a Program Committee**

All prospective applicants must first consult with the Vice Chancellor of Research and Graduate Studies before beginning the application process.

Applicants may wish to spend at least a term of enrollment at Montana Tech, either as a non-degree graduate student or as a student admitted to an existing graduate degree program. Experience has shown that it is nearly impossible for a student to find members of a committee and negotiate a program of study from a distance.

The student must seek out and identify a Program Committee of at least 3 university faculty from at least two different academic departments who are willing to serve. At least one committee member must be from a Master's Degree granting department of Montana Tech. The chair of the Program Committee does not have to be from a Master's Degree granting department. Each discipline in the proposed interdisciplinary program must be represented on the Program Committee.

In consultation with the chair and other members of the Program Committee, the applicant will develop a clear set of goals for their research program and curriculum plan, listing each course the student will take in the degree program. For the IMS, this degree plan should strike a rough balance of work among the various disciplines represented.

Half of the credits (excluding 6 semester credits for thesis research) must be at the 5000 level.

### **Admission Recommendation**

Before the Program Committee members and the Department Chairs sign their approval of the student's admission, they must review the student's entire admission file, including transcripts, standardized test scores, letters of recommendation, plan of study, and personal narrative.

The Program Committee will be the student's surrogate department and will meet and discuss the student's application materials and submit those materials and an admission recommendation to the Graduate School.

### **Other Requirements**

Any other requirements and regulations not specifically addressed in the above will be found in the General Information section of the Graduate School Regulations for Academic Programs of the Montana Tech Catalog.

Student graduations will be credited in equal shares to the Departments participating on the student's Program Committee.

## **FACULTY AND STAFF REQUIREMENTS**

**1. Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.**

### **Current doctoral faculty to be involved are:**

#### **General Engineering**

Dr. Leroy Friel	(Ph.D., Georgia Institute of Tech)
Dr. Bruce Madigan	(Ph.D., Colorado Mines)
Dr. Jack McGuire	(Ph.D., U/Utah)
Dr. Daniel Trudnowski	(Ph.D., MSU-Bozeman)
Dr. Richard Donovan	(Ph.D., U/Wyoming)
Dr. Butch Gerbrandt	(Ph.D., U/New Mexico)
Dr. Neil Wahl	(Ph.D., MSU-Bozeman)

#### **Geophysical Engineering**



Dr. Curtis Link (Ph.D., U/Houston)  
 Dr. Bill Sill (Ph.D., Massachusetts Institute of Tech.)  
 Dr. Marvin Speece (Ph.D., U/Wyoming)

### **Petroleum Engineering**

Dr. Margaret Ziaja (U/Mining & Met, Poland)  
 Dr. Todd Huffman (Ph.D. U/CA at Berkely)

### **Environmental Engineering**

Dr. Richard Appleman (Ph.D., U/California-Irvine)  
 Dr. William Drury (Ph.D., MSU-Bozeman)  
 Dr. Kumar Ganesan (Ph.D., Washington State University)  
 Dr. Rodney James (Ph.D., MSU-Bozeman)  
 Dr. Holly Peterson (Ph.D., Washington State University)

### **Geological Engineering**

Dr. Christopher Gammons (Ph.D., Penn State University)  
 Dr. Mary MacLaughlin (Ph.D., U/California-Berkeley)  
 Dr. Mark Sholes (Ph.D., U/Texas)  
 Dr. Willis Weight (Ph.D., U/Wyoming)  
 Dr. Diane Wolfgram (Ph.D., U/California-Berkeley)

### **Metallurgical and Materials Engineering**

Dr. Hsin Huang (Ph.D., Stanford University)  
 Dr. Larry Twidwell (D.Sc., Colorado School of Mines)  
 Dr. Courtney Young (Ph.D., U/Utah)  
 Dr. Kevin Jansula (Ph.D., Royal Military College of Canada)

### **Mineral Economics**

Dr. John Brower (Ph.D., Penn State University)

### **Mining Engineering**

Dr. Paul Conrad (Ph.D., U/Kentucky)  
 Dr. Pete Knudsen (Ph.D., U/Arizona)  
 Dr. Richard McNearny (Ph.D., Colorado School of Mines)

### **Professional and Technical Communications**

Dr. Pat Munday (Ph.D., Cornell Univ)  
 Dr. Henrietta Shirk (Ph.D., Bryn Mawr)  
 Dr. Bill MacGregor (Ph.D., Univ of Colorado Boulder)  
 Dr. David Carter (Ph.D., University of California Riverside)

### **Biological Sciences**

Dr. Rick Douglass (Ph.D., MSU)  
 Dr. Martha Apple (Ph.D., University of Rhode Island)  
 Dr. Grant Mitman (Ph.D., Oregon State University)  
 Dr. Amy Kuenzi (Ph.D., University of Arizona)  
 Dr. William Good (Ph.D. The UM-M))

### **Mathematical Sciences**

Dr. Rick Rossi (Ph.D., Oregon State University)  
 Dr. Suzan Gazioglu (Ph.D., University of Toledo)  
 Dr. Chip Todd (Ph.D., MSU)  
 Dr. Nina Lupkiewicz (Ph.D., Kansas State University)  
 Dr. Michael Poole (Ph.D., University of Colorado)

### **Computer Science**

Dr. Celia Schahczenski (Ph.D., University of Florida)  
 Dr. Michael Grinder (Ph.D., MSU)  
 Dr. Lou Glassy (Ph.D., MSU)

### **Chemistry & Geochemistry**

Dr. Doug Coe (Ph.D., Oregon State University)  
 Dr. Doug Cameron (Ph.D., Purdue University)  
 Dr. David Hobbs (Ph.D., University of New Mexico)  
 Dr. Doug Drew (Ph.D., University of Wyoming)  
 Dr. Donald Stierle (Ph.D., MSU)

### **Health Care Informatics**

Dr. Yaseen Hayajneh (Ph.D. University of Iowa)

### **Business and Information Technology**

Dr. Doug Abbott (Ed.D., The UM-Missoula)

**2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties.**

None needed.

**3. Please explain the need and cost for support personnel or other required personnel expenditures.**

No additional costs will be incurred. The graduate school will continue to process the applications and appropriate paperwork as with all other graduate programs.

### **CAPITAL OUTLAY, OPERATING EXPENDITURES, AND PHYSICAL FACILITIES**

**1. Please summarize operating expenditure needs.**

Operating expenditures from grant sources include student fee waivers and student stipends. As a rule each graduate student is awarded at least a ½ fee waiver and receives a stipend.

**2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need be strengthened during the next three years?**

Each program at Tech is currently serviced by resources in the library. No new library sources will be required.

**3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List those pieces of equipment or computer hardware presently available in the department.**

None required. Research funds will provide for any equipment necessary.

**4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities?**

Current classrooms and facilities are adequate.

## EVALUATION OF PROPOSED PROGRAM

**1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.**

Montana Tech Graduate Advisory Council  
Montana Tech Curriculum Review Committee  
Montana Tech Faculty

**2. If outside consultants have been employed, please list the names of these consultants, their current positions and titles. Append copies of their written reports (this is a requirement of new doctoral programs).**  
No outside consultants were employed



**ITEM 128-1501-R0705 Budget**

**July 14-15, 2005**

<b>Proposed Program: Master of Science in Independent Studies</b>										
<b>Campus: Montana Tech of The University of Montana</b>										
	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
<b>Estimated Enrollment</b>	<b>3</b>		<b>4</b>		<b>4</b>		<b>4</b>		<b>4</b>	
FTE Enrollment	3		4		4		4		4	
<b>Estimated Incremental Revenue</b>										
Use of Current General Operating Funds										
State Funds										
State Funding for Enrollment Growth										
Tuition Revenue										
A. Gross Incremental Tuition Revenue	<b>14097</b>		<b>21052</b>		<b>21052</b>		<b>21052</b>		<b>21052</b>	
B. Reductions to Incremental Tuition	<b>7037</b>		<b>9385</b>		<b>9385</b>		<b>9385</b>		<b>9385</b>	
C. Net Applied Tuition Revenue (A-B)	<b>7060</b>		<b>11667</b>		<b>11667</b>		<b>11667</b>		<b>11667</b>	
Program Fees										
External Funds	<b>36000</b>		<b>40000</b>		<b>40000</b>		<b>40000</b>		<b>40000</b>	
Other Funds										
<b>TOTAL Estimated Revenue</b>	<b>43060</b>		<b>51667</b>		<b>51667</b>		<b>51667</b>		<b>51667</b>	
<b>Estimated Incremental Expenditures</b>										
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services										
Operating Expenses	<b>43037</b>		<b>49385</b>		<b>49835</b>		<b>49835</b>		<b>49835</b>	
Equipment										
Start-up Expenditures										
<b>TOTAL Estimated Expenditures</b>	<b>43037</b>		<b>49385</b>		<b>49835</b>		<b>49835</b>		<b>49835</b>	
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	<b>23</b>		<b>2282</b>		<b>1832</b>		<b>1832</b>		<b>1832</b>	

July 14-15, 2005

**ITEM 128-1505-R0705          Authorization to  
Update Mission Statement; Montana Tech of  
The University of Montana**

**THAT:**                                          The Board of Regents of Higher Education authorize Montana Tech of the University of Montana to make the changes in its mission statement indicated on the attached page.

**EXPLANATION:**                                          Montana Tech recently conducted an: institutional audit; marketplace and competitor audit; and target audience audit. In the course of this assessment process it was determined that the mission/vision statement for Montana Tech needed to be streamlined.

The rewrite came over several months this fall with the active participation of the campus faculty, staff and administration. The campus community has embraced this statement.

**MONTANA BOARD OF REGENTS**  
**LEVEL II REQUEST FORM**

<b>Item No.:</b>	<b>128-1505-R0705</b>	<b>Date of Meeting:</b>	<b>July 14-15, 2005</b>
<b>Institution:</b>	<b>Montana Tech of The University of Montana</b>		
<b>Program Title:</b>	<b>Mission/Vision</b>		

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

Montana Tech requests permission to make changes in the mission statement. The changes are meant to simplify the statements for their inclusion in marketing and fundraising. Montana Tech recently conducted an: institutional audit; marketplace and competitor audit; and target audience audit. In the course of this assessment process, it was determined that the mission/vision statement for Montana Tech needed to be streamlined.

ITEM 128-1505-R0705



**Vision**

To be a leader for undergraduate and graduate education and research in the Pacific Northwest in engineering, science, energy, health, information sciences and technology.

**Mission**

To meet the changing needs of society by supplying knowledge and education through a strong undergraduate curriculum augmented by research, graduate education and service.

**Guiding Principles**

To honor our heritage as a premier engineering institution

To attract and educate motivated and capable students

To provide a quality education that blends theory with practice

To recruit, encourage and enable faculty to develop regional and national reputations in teaching and research

To collaborate with others to serve the needs of the community, the State of Montana, and the Nation



# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.:	128-1506-R0705	Date of Meeting:	July 14-15, 2005
Institution:	Montana Tech of The University of Montana		
Program Title:	Medical Assistant Program (as stand-alone degree)		

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### **Specify Request:**

The intent of this proposal is that the Board of Regents of Higher Education authorizes MT Tech of The University of Montana College of Technology to convert the present Associate of Applied Science Degree in Office Technology, Medical Assistant Option to an Associate of Applied Science Degree in Medical Assistant in the Department of Health Programs. The current Associate of Applied Science Degree in Medical Office Technology Medical Assistant Option within the Business Department does not support the industry standard for offering a clinically based degree as a stand-alone program.

# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

### ITEM 128-1506-R0705

**Institution:** Montana Tech of The University of Montana

**Program Title:** Medical Assistant Program (as stand-alone degree)

1. How does this program advance the campus' academic mission and fit priorities?

Montana Tech of The University of Montana College of Technology maintains a commitment to be responsive to the needs of the every-changing economy and environment. This program advances that mission by staying current and allowing students the opportunity to become employable in the health care industry.

2. How does this program fit the Board of Regents' goals and objectives?

The proposed degree program supports the goal of the Board of Regents; "to be responsive to market employment, and economic development needs of the state and nation."

3. How does this program support or advance Montana's needs and interests?

The current trend in Montana and the nation is a shortage of health care workers in all sectors. The Medical Assistant Program allows specified training for students to fill a niche in physicians' offices and clinics.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

With a critical shortage of nurses, the Medical Assistant Program provides specific training for specific job sites. This allows nursing personnel to gain employment in areas that require the specific skills of nurses. The health care industry is a major source of the economy in Montana and the region.

5. What is the program's planned capacity?

• Break-even point?	10	FTE students
• Enrollments / year?	15	
• Graduates / year?	15	
• MT jobs / year?	15	

6. Resource Allocation:

• Total program budget?	\$
• Faculty FTE?	
• Staff FTE?	

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ \_\_\_\_\_

8. How will the campus fund the program?

Current resources.

9. If internal reallocation is necessary, name the sources.

No reallocation is necessary

**ITEM 128-1506-R0705**

**PROGRAM DESCRIPTION**

**1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program, a new program; cooperative effort with another institution, business or industry; or an on-campus or off-campus program. Attach any formal agreements for this cooperative effort.**

The purpose of this proposed conversion of the Associate of Applied Science Degree in Medical Office Technology Medical Assistant Option in the Department of Business Technology to an Associate of Applied Science Degree in Medical Assistant in the Department of Health Programs is to allow for program growth through the benefit of collaboration with the other health programs housed in the Health Programs Department. The students, faculty, and healthcare industry will benefit from a comprehensive allied health education program that is consistent with the other health programs.

**2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from the effort.**

The Medical Office Technology Medical Assistant Option is a program that presently exists under the Department of Business Technology. The number of admitted students is expected to rise to 15 annually. By moving to the Department of Health Programs in the College of Technology, the course will better serve the students due to the relationships and experience with work-based learning opportunities within the Department, as well as establish clinical affiliate sites.

**3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.**

Institutional Mission – Montana Tech of The University of Montana is a specialty institution emphasizing science and engineering, with occupational programs through graduate work. MT Tech strives to assist every student attain success in their academic, professional, and individual goals.

The College Of Technology offers a wide array of programs from certificate to AAS Degrees. Many of the COT programs articulate into university level programs. The COT is sensitive to the economic needs of the region and provides opportunities for students to learn skills and techniques necessary for the challenges of our society.

Montana Tech's vision provides for hands-on learning, which is integral in this allied health program.

**4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments, divisions, colleges, or schools.**

The impact on the administrative structure will involve placing the program within the Health Programs of the College of Technology. The budgetary support would be provided within that structure.

Faculty for the Medical Assistant Program consists of Health Programs Coordinator, an existing position, as well as faculty from the Department of Business Technology. Other courses are components of the general education requirements in which all faculties currently exit. The Health Programs Coordinator is a non-tenured position.

**5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein described?**

Medical Assistant Programs which currently exist in Montana are located at MT Tech of The University of Montana (this program), Montana State University-Great Falls College of Technology, University of Montana-Missoula College of Technology, and Flathead Valley Community College. In the region, a program of Idaho State is housed in Eastern Idaho Technical College.

**6. Please name any other accrediting agency(ies) or learned society(ies) that would be concerned with the particular program herein proposed. How has this program been developed in accordance with criteria developed by said accrediting body(ies) or learned society(ies)?**

The program was developed in 2003 with intent to eventually pursue accreditation through the Commission on Accreditation for Allied Health Professionals (CAAHEP) through the American Association of Medical Assistants.

**7. Prepare an outline of the proposed curriculum showing course titles and credits. Please indicate any plans for expansion of the program during its first three years.**

<b>Curriculum</b>			
<u>Fall Entry</u>			
<u>1<sup>st</sup> Semester</u>		<u>2<sup>nd</sup> Semester</u>	
BUS 0102	Accounting Procedures I	3	BUS 0116 Basic Medical Records 3
BUS 0120	Keyboarding I	3	HLTH 0103 Medical Terminology 3
ENGL 1046	English Composition	3	HSS 1216 Principles of Speaking 2
MATH 0102	Intermediate Algebra	3	IT 1416 Microcomputer Software 3
NURS 0103	Anatomy & Physiology	4	PSYC 1000 General Psychology 3
HLTH 0101	Intro to Healthcare Careers	2	HLTH 0104 Medical Ethics 2
<b>TOTAL</b>		<b>18</b>	<b>TOTAL 18</b>
<u>3<sup>rd</sup> Semester</u>		<u>4<sup>th</sup> Semester</u>	
BUS 0114	Beginning Medical Transcription	2	BUS 0247 Medical Coding & Billing II 3
BUS 0207	Medical Coding & Billing I	3	NURS 0210 Pharmacology 3
BUS 0230	Medical Office Procedures	2	BUS 0261 Health Services Acctg Soft. 3
HLTH 0205	Fundamentals of Med Assist I	4	HLTH 0207 Fundamentals of Med Asst II 4
HLTH 0206	Med Asst Practicum I	2	HLTH 0208 Med Assist Practicum II 3
HLTH 0102	Soft Skills	1	M.T. 0220 Employment Strategies 2
<b>TOTAL</b>		<b>14</b>	<b>TOTAL 18</b>

**Total credits = 66**

Medical assistants are trained in administrative skills and clinical skills to assist healthcare practitioners with administering to the needs of patients. Medical Assistants assist with medical examinations and treatments and work as part of the team in a medical office environment. Medical Assistants work under supervision to take medical histories, obtain vital signs, give medications and injections, draw blood, perform diagnostic tests and office laboratory procedures, sterilize instruments and maintain equipment. Additionally they must understand the principles of medical ethics and medical legal issues facing healthcare providers.

Clinical internship with this program has specific requirements. Students must show proof of freedom from tuberculosis annually; begin the Hepatitis B vaccine series with 2 doses completed prior to clinical; complete CPR (adult and child) and First Aid training. Students will be required to purchase scrub uniforms, stethoscopes, and blood pressure cuffs, as well as miscellaneous lab supplies. Lab fees will be assessed for malpractice insurance and other costs.

### **FACULTY AND STAFF REQUIREMENTS**

**1. Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.**

Current faculty to be involved are:

Linda Granger, BA, Department Head and Instructor Business Technology

Diane Murray, BA, MS, Instructor Business Technology

Karan Kunz, RN BSN, Health Programs Coordinator

Alice McDonough, BA, M.Ed, Instructor Business Technology

Susan Leland, BS, MS, Instructor of Mathematics

Vicki Petritz, BS, MS, Instructor Business Technology

**2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties.**

The Associate of Applied Science Degree in Medical Office Technology Medical Assisting Option in the Business Technology Department of MT Tech of The University of Montana College of Technology was implemented in 2003. Thus, the courses are part of the current workload for the above faculty. Karan Kunz will be contracted for the clinical coursework.

**3. Please explain the need and cost for support personnel or other required personnel expenditures.**

No additional costs will be incurred.

### **CAPITAL OUTLAY, OPERATING EXPENDITURES, AND PHYSICAL FACILITIES**

**1. Please summarize operating expenditure needs.**

The current College of Technology operational dollars within the Business Technology and Health Programs will cover the cost of the program.

**2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need be strengthened during the next three years?**

The program is currently serviced by resources in the library. No new library sources will be required.

**3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List those pieces of equipment or computer hardware presently available in the department.**

The current classrooms and nursing lab will be adequate. Physician offices will provide practicum experiences for the students.

**4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities?**

Current classrooms and facilities are adequate.

#### **EVALUATION OF PROPOSED PROGRAM**

**1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.**

Montana Tech College of Technology Business Advisory Committee  
Montana Tech Curriculum Review Committee  
Montana Tech Full Faculty

**2. If outside consultants have been employed, please list the names of these consultants, their current positions and titles. Append copies of their written reports (this is a requirement of new doctoral programs).**

No outside consultants were employed

<b>Proposed Program: Medical Assistant Campus: Montana Tech of The University of Montana - College of Technology</b>										
	<b>Year 1 FY06</b>		<b>Year 2 FY07</b>		<b>Year 3 FY08</b>		<b>Year 4 FY09</b>		<b>Year 5 FY 10</b>	
Estimated <b>Enrollment</b>	5		10		15		15		15	
FTE Enrollment	5.5		11		16.5		16.5		16.5	
Estimated Incremental <b>Revenue</b>										
Use of Current General Operating Funds	0		0		0		0		0	
State Funds	0		0		0		0		0	
State Funding for Enrollment Growth	9570		9570		9570		0		0	
Tuition Revenue	11004		22884		34326		34326		34326	
A. Gross Incremental Tuition Revenue										
B. Reductions to Incremental Tuition										
C. Net Applied Tuition Revenue (A-B)										
Program Fees										
External Funds										
Other Funds (course fees )	375		750		1100		1100		1100	
<b>TOTAL Estimated Revenue</b>	20949		33204		44996		35426		35426	
Estimated Incremental <b>Expenditures</b>										
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personal Services	0.36	18000	0.36	18720	0.36	18720	0.36	18720	0.36	18720
Operating Expenses	3000		3000		3000		3000		3000	
Equipment (equipment fee)			2000				2000			
Start-up Expenditures										
<b>TOTAL Estimated Expenditures</b>	21000		23720		21720		23720		21720	
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>	-51		9484		23276		11706		13706	



**Office of the Provost and Academic Vice Chancellor**1500 University Drive  
Billings, Montana 59101-0298

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E-mail: [JPark@msubillings.edu](mailto:JPark@msubillings.edu)*Access & Excellence*

April 29, 2005

Ms. Sandra M. Dickenson MS, BAN, RNC  
Executive Director  
Montana State Board of Nursing  
301 South Park Avenue  
Post Office Box 200513  
Helena, Montana 59620-0513

Dear Ms. Dickenson:

On behalf of MSU-Billings College of Technology and with the support of the University administration, the faculty of the Practical Nursing program wishes to inform the Montana State Board of Nursing of their intent to assess the need in the greater Billings community for a certificate level LPN and an Associate of Science Degree in Nursing. This recommendation is in part based on the recommendations of the State Nursing Study Committee that was appointed by the Office of the Commissioner of Higher Education as a result of the statewide Legislative Degree Audit that was completed last summer. The committee will be presenting their recommendations for the creation of a two-year Nursing Pathway to the Board of Regents meeting in May 2005.

As indicated in the Montana State Statutes and Rules Governing the Practice of Nursing 8.32.801 (2), this statement of intent is to initiate the process of application for the initial approval of a nursing program. We will be performing a needs assessment of the greater Billings community, its nurses, and the potential and actual need as it exists, for practical nurses, as well as Associate Degree Registered Nurses. Also, during the upcoming year we will complete a feasibility study addressing the items listed in 8.42.810 (3) of Montana State Statutes and Rules Governing the Practice of Nursing.

The practical nursing faculty, administration, and I look forward to working with you on this important endeavor to address the national, state, and local nursing needs and shortage.

Sincerely,

Handwritten signature of Janie C. Park in cursive.

Janie C. Park, Ph.D.  
Provost and Academic Vice Chancellor  
Montana State University-Billings  
(406) 657-2367  
[jpark@msubillings.edu](mailto:jpark@msubillings.edu)

Handwritten signature of John E. Cech in cursive.

John E. Cech  
Dean  
MSU-Billings College of Technology  
(406) 247-3009  
[jcech@msubillings.edu](mailto:jcech@msubillings.edu)

JCP/mh

**MEMORANDUM**

**DATE:** September 21-23, 2005

**TO:** Montana Board of Regents

**FROM:** Roger Barber, Deputy Commissioner for Academic & Student Affairs

**RE:** Level II Submissions

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There are two new academic programs proposed under the Level II approval process. These proposals will be reviewed by the academic officers, in September 2005, and will move to the action agenda of the Montana Board of Regents in November 2005.

**Montana State University-Billings College of Technology:**

- **[ITEM 128-2701-R0905:](#)** Montana State University-Billings College of Technology seeks approval to retain its Associate of Applied Science degree in Radiologic Technology as an “official” part of its degree and program inventory. The program was originally proposed by the MSU-Billings College of Technology when that institution was approached by Saint Vincent Healthcare and the Deaconess Billings Hospital to develop and offer the program as a collaborative partnership between the three (3) entities. Both hospitals have funded full-time clinical instructors for the degree program, and help to pay for the program director’s salary. The program was initially approved, under the Level I process, in August 2003. That temporary approval is only good for two years, however, and the MSU-Billings College of Technology must have Level II approval to retain the program. **[Request](#)** **[Summary](#)** **[Proposal](#)** **[Budget](#)** **[Attachment](#)**

Flathead Valley Community College:

- **[ITEM 128-301-R0905:](#)** Flathead Valley Community College seeks approval to establish a Certificate program in Licensed Practical Nursing. According to Flathead Valley Community College, there is a shortage of LPN nurses statewide and regionally. Quality health care is also increasingly challenging in Montana with its aging population and rural setting, the College asserts. The Licensed Practical Nursing program at Flathead Valley Community College will prepare students to sit for licensure, address current workforce supply challenges and establish a curriculum that provides opportunities for continued studies in nursing. This proposal will be the first program presented under the joint Board of Nursing/Board of Regents’ approval process. It is also based on the Licensed Practical Nursing curriculum approved by the Montana Board of Regents in May 2005. **[Request](#)** **[Summary](#)** **[Proposal](#)** **[Budget](#)** **[Attachment 1](#)**  
**[Attachment 2](#)** **[Attachment 3](#)** **[Attachment 4](#)** **[Attachment 5](#)**

September 21-23, 2005

**ITEM 128-2701-R0905** **Approval to Establish an Associate of Applied Science Degree in Radiologic Technology; Montana State University-Billings College of Technology**

**THAT:** Montana State University-Billings College of Technology seeks approval from the Montana Board of Regents to convert the currently approved Level I Associate of Applied Science Radiologic Technology to an approved Level II program.

**EXPLANATION:** The development of the Radiologic Technology program is the result of a partnership with Saint Vincent Healthcare and Deaconess Billings Clinic of Billings, Montana. In Spring of 2003, MSU-Billings College of Technology was contacted by Saint Vincent Healthcare and Deaconess Billings Hospital with a proposal to shift the hospital based radiologic training program to an Associate of Applied Science degree offered at MSU Billings. In August 2003, the Board of Regents approved a Level I request by Montana State University-Billings College of Technology to offer an Associate of Applied Science in Radiologic Technology. After completing three semesters (Fall 2004, Spring 2005, and Summer 2006) of offering the Radiologic Technology program, the University is now requesting the program be considered for Level II approval.

The MSU-Billings College of Technology is committed to addressing the educational needs of individuals and business entities within the local area and the state. Health care has been identified as an area of critical need. Radiologic technologists are identified locally, statewide, and nationally as being in short supply now and with increasing demand anticipated as the field of radiology develop more diverse applications.

# MONTANA BOARD OF REGENTS

## LEVEL II REQUEST FORM

Item No.: 128-2701-R0905 Date of Meeting: September 21-23, 2005  
Institution: Montana State University Billings College of Technology  
Program Title: Associate of Applied Science in Radiologic Technology

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

### **Specify Request:**

Montana State University-Billings College of Technology seeks approval from the Montana Board of Regents to convert the currently approved Level I Associate of Applied Science in Radiologic Technology to an approved Level II program.

**MONTANA BOARD OF REGENTS**  
**NEW ACADEMIC PROGRAM PROPOSAL SUMMARY**

Institution: Montana State University-Billings College of Technology  
Program: Associate of Applied Science in Radiologic Technology  
Date: September 21-23, 2005

**1. How does this program advance the campus' academic mission and fit priorities?**

In August 2003, the Board of Regents approved a Level I request by Montana State University-Billings College of Technology to offer an Associate of Applied Science in Radiologic Technology. After completing three semesters (Fall 2004, Spring 2005, and Summer 2006) of offering the Radiologic Technology program, the University is now requesting the program be considered for Level II approval.

The mission of Montana State University-Billings College of Technology is to be the College of first choice, dedicated to the development of workforce capacity by providing top quality learning opportunities and services to meet a variety of career choices and customer needs by being responsive, flexible, and market-driven.

The MSU-Billing College of Technology is committed to addressing the educational needs of individuals and business entities within the local area and the state. Health care has been identified as an area of critical need. Radiologic technologists are identified locally, statewide, and nationally as being in short supply and with increasing demand anticipated as the field of radiology develops more diverse applications. The development of the COT Radiologic Technology program is the result of a partnership with Saint Vincent Healthcare and Deaconess Billings Clinic of Billings, Montana. Under this collaborative effort, the two hospitals are providing financial support for the Radiologic Technology program by providing and financing a clinical instructor at each hospital.

**2. How does this program fit the Board of Regents' goals and objectives?**

The mission of the Montana University System is to serve students through the delivery of high quality, accessible postsecondary educational opportunities, while actively participating in the preservation and advancement of Montana's economy and society.

The MUS Goals are

- To provide a stimulating, responsive, and effective environment for student learning, student living, and academic achievement.
- To make a high quality, affordable higher education experience available to all qualified citizens who wish to further their education and training.
- To deliver higher education services in a manner that is efficient, coordinated, and highly accessible.
- To be responsive to market, employment, and economic development needs of the State and the nation.
- To improve the support for and understanding of the Montana University System as a leading contributor to the State's economic success and social and political well-being.

The Radiologic Technology program provides accessible, affordable, efficient, and practical learning opportunities for individuals in Billings and Montana. Given the current economic climate affecting education, this program has potential for improving health care, local economy, and personal/professional growth in an educationally sound manner. Responsiveness and service to the community are central to the mission of the College of Technology. MSU-B COT was approached by Saint Vincent Healthcare and Deaconess Billings Hospital to develop and offer this program as a collaborative partnership between the

three entities. Both hospitals are funding full time clinical instructors and helping to fund the Program Director's salary.

**3. How does this program support or advance Montana's needs and interests?**

As the current labor pool ages and workers retire, Montana's radiology workforce needs will continue to increase. Healthcare and Social Services are projected to have the largest sector increase for Montana nonagricultural civilian payroll for 2003-2005 as per the Labor Day Report 2004. Radiologic Technology and Technician job growth is expected to increase from 710 in 2002 to 890 in 2012 for an increase of 26%. The average annual job openings in radiologic technology during this time period are projected at 30 positions per year. Due to the wage difference between Montana and other states, it has been very difficult for the healthcare community to recruit Radiologic Technologists from out of state.

The Radiologic Technology program at MSU-Billings College of Technology will increase pool of certified technologists and thereby assist in meeting the local, state and national shortage. Without an available resource pool of technologists to perform radiographic examinations, the resultant shortage of qualified radiologic technologist could have an adverse impact on the quality of healthcare in Montana.

State and National Trends				
Montana	Employment		Percent Change	Average Annual Job Openings
	2002	2012		
Radiologic Technologists and technicians	710	890	+26%	30
United States	Employment		Percent Change	Average Annual Job Openings
	2002	2012		
Radiologic Technologists and technicians	174,100	214,100	+23%	7,250

Source: U.S. Dept. of Labor, America's Career InfoNet: Occupation Profile

**4. How will this program contribute to economic development in Montana?**

The healthcare industry in Montana is one of the largest economic segments of the State of Montana. The major healthcare organizations in Yellowstone County who draw patients from Montana and Wyoming requested the development of this program in order to address the need to fill personnel shortages with trained individuals in this profession.

Once established, the Radiologic Technology program will have the potential to graduate 16 students per year for the healthcare industry at a salary range of approximately \$35,000 per year. The 16 graduates each year will be compensated approximately \$560,000 each yearly salary, which will have an effect on the local economy.

**5. What is the Program's planned capacity?**

Break-even point	14 FTE students
Enrollment / year	16
Graduates / year	15
MT jobs / year	The average annual job openings due to growth and net replacement are estimated at 30 openings per year.

\* Source: U.S. Dept. of Labor, America's Career InfoNet: Occupation Profile

**6. Resource Allocation**

Total program budget	\$78,811
Program Director/ Faculty FTE	1.0 FTE
Clinical Instructors hired and paid by Hospitals	2.0 FTE
Staff FTE	None

**7. Does this program require new resources?**

Personal Services and operating budgets have been allocated to this program. Grants have been written and received to help with start up costs and equipment.

**8. How will the campus fund the program?**

Funding for program costs will come from monetary assistance from our collaborative hospital partners, Current General Operating Funds, tuition revenue, student fees, state appropriations and grants.

MSU Billings College of Technology has been awarded the following grants that have helped to fund the start-up and initial years of the Radiologic Technology Program:

- FY 2004 & 2005 Department of Education Congressionally Directed Grant  
Healthcare Degree & Certificate Training Programs \$438,398
- 2 Year Ed Equipment Grant: HealthCare & Safety \$349,462
- Annual Industry Partner Financial Commitment from  
Saint Vincent Healthcare & Deaconess Billings Clinic and Hospital \$ 30,800

**9. If internal reallocation is necessary, name the sources.**

No reallocation is necessary.

Institution: Montana State University-Billings College of Technology  
Program: Associate of Applied Science in Radiologic Technology  
Date: September 21-23, 2005

## PROGRAM PROPOSAL

### Program Description

Radiologic Technology at MSU-Billings College of Technology is a two year Associate of Applied Science program. It is designed to provide the didactic and clinical training necessary for a graduate to pass the American Society of Radiologic Technologists national certification examination as well as provide the skills necessary to enter the work force as a Registered Radiologic Technologist (RT). These skills include general (skeletal) radiography as well as fluoroscopy, operating room, emergency room, trauma, pediatrics and geriatrics radiography. The radiology student is trained to use special equipment to create images of internal organs, tissues and bones. The radiographic images produced by the technologist are used by physicians to diagnose medical problems and diseases.

This radiologic technology program requires a semester of prerequisite work and spans four semesters and one summer session for a total of 72 credit hours. Completion of the pre-health core of courses qualifies a student to apply for entry into the Radiologic Technology program. The MSU-Billings College of Technology Radiologic Technology program is a competitive program. In order to be accepted into the clinical part of the program, students must successfully complete the required prerequisite semester, or approved equivalent, and submit the required application.

The selection process for admission into this program involves two phases. Phase One involves a point system that is used to select the 25 applicants that will progress to Phase Two of the selection process. Phase Two involves a personal interview with the Radiologic Technology Selection Committee. Sixteen students selected from Phase Two will become the new Radiologic Technology class.

This is a very rigorous program of study that follows the curriculum standards set by the American Society of Radiologic Technologist and recommended by the American Registry of Radiologic Technologists. Students average 40 contact hours per week in the classroom, lab and clinical work. Education content includes patient care, pathology, x-ray image critique, ethics, radiation physics, radiation protection, communication skill and computer skills. At the successful completion of this program, the student is eligible to sit for the American Registry of Radiologic Technologists national certification examination. MSU-Billings is accredited by the Northwest Commission on Colleges and Universities which the ARRT recognizes for radiology school accreditation.

#### **A. Specify the objectives to be reached by the addition of this program.**

For the student searching for a vital and meaningful profession, Radiologic Technology provides an affordable, quality education. This challenging profession provides a wide variety of opportunities and financial prospects.

The Radiologic Technology program is designed to meet the needs of the local, state and national demand for radiologic technologists. Due to the increasing number of imaging exams performed per year as well as retirement from the field, radiologic technologists are projected to be in increasing demand during the next ten years. Available and well trained healthcare workers are vital for maintaining the health of Montana's population.

For a number of years the healthcare facilities within this region have had significant problems filling vacant positions for technologists. The American Hospital Association reported the current hospital vacancy rate of radiologic technologists at 15.3% (17% in the west). The U.S. Department of Labor reported the United States will need 55,000 more technologists by 2008. This program is designed to provide quality, certified radiologic technologists to meet this current and projected shortage.



**B. Specify in detail the present faculty, facilities and equipment and library holdings in support of this program and compare them to known or anticipated minimum standards for accreditation**

**Radiologic Technology Program Faculty**

The faculty for this program consists of one full time program director with instructional responsibilities. The director's salary is paid by MSU-Billings College of Technology and the two main clinical sites, Saint Vincent Healthcare and Deaconess Billings Clinic and Hospital. Each of these hospitals has a full-time clinical instructor whose salary is paid by the respective hospital. The two clinical instructors, as well as the program, are under the direction of the program director. This collaborative effort by these hospitals and the MSU-Billings College of Technology has considerably reduced the cost of this program.

**Faculty and Clinical Instructor Credentials**

- Mr. Mick Ender, Director of Radiologic Technology, ARRT Registered Radiologic Technologist, Bachelors of Science in Education
- Mr. Jayme Wynegar, ARRT Registered Radiologic Technologist, Clinical Instructor, Deaconess Billings Clinic
- Mrs. Mary Bargstadt, ARRT Registered Radiologic Technologist, Clinical Instructor, Saint Vincent Healthcare

**Facilities**

Class room instruction is held on the College of Technology campus. Radiologic Technology labs and clinicals are held at each hospital. A laboratory is proposed to be added at the College of Technology campus with the newly approved and funded building expansion. Planning for the new building is to begin in the fall of 2005 with an estimated occupancy date of fall 2007.

**Equipment**

The clinical component of the curriculum taught at the hospitals has provided the equipment required for the program. Congressionally Directed Grants and a 2 Year Equipment State Grant has provided additional training aids (Radiographic Phantoms) for the clinical setting. Additional equipment to furnish a lab to be located on the College of Technology campus is being funded through a 2 Year Equipment State Grant.

**Library Holdings**

The students have access to the Mansfield Medical Library at Saint Vincent Healthcare, the medical library at Deaconess Billings Clinic, the MSU-Billings main campus library and the College of Technology library. At this time a further increase in library holdings for this program has not been necessary.

**Accreditation**

The American Registry of Radiologic Technologists (AART) recognizes the Northwest Colleges and Universities as an approved body for program accreditation.

**C. Additional faculty requirements**

A program director was hired by MSU Billings College of Technology  
Two Clinical Instructors were hired by the hospital partners

**D. Increased costs**

An estimate of the ongoing personal services and operating is \$80,016 which will be covered by the use of Current General Operating Funds, Tuition Revenue, and external support by the hospitals.

**E. Effects on enrollment**

Radiologic Technology, as of August 16, 2005, has 76 students enrolled in pre-Radiologic Technology. This number is expected to increase by the start of the fall semester. As this program requires "hand-on" learning, there are only sixteen clinical sites available per year for students who successfully complete the prerequisite semester and are admitted into the clinical part of the program. Fifteen students per year are expected to graduate from this program.

**F. List the new courses this program will add to the curriculum and specify the requirements for the degree.**

The following is the curriculum for the Associate of Applied Science in Radiologic Technology. The new courses added to the College of Technology include all classes with the RAD rubric. The other courses listed include courses already offered for the other Health Occupations certificates and degrees.

**Radiologic Technology Associate of Applied Science Degree  
Plan of Study (72 Credits)**

Prerequisite Semester	
HLTH 100 Survey of Health Occupations	1 cr
BIOL 113 Anatomy and Physiology I	3 cr
BIOL 114 Anatomy and Physiology I Lab	1 cr
HLTH 150 Health Occupations Terminology I	3 cr
ENGL 140 Business Writing or	3 cr
ENGL 145 Technical Communications	
CMP 105 Introduction to Computers	3 cr
MATH 141 Contemporary Math or	3 cr
STAT 141 Introduction to Statistics	
Total	17 cr
First Semester (Fall Semester)	
BIOL 116 Human Anatomy and Physiology II	3 cr
BIOL 117 Human Anatomy and Physiology II Lab	1 cr
RAD 101 Radiologic Technology I	2 cr
RAD 102 Clinical Radiology I	5 cr
RAD 104 Principles of Radiographic Exposure	2 cr
Total	13 cr
Second Semester (Spring Semester)	
RAD 110 Radiation Physics and Biological Principles	3 cr
RAD 151 Radiologic Technology II	3 cr
RAD 152 Clinical Radiology II	6 cr
Total	12 cr
Summer Session	
RAD 181 Radiologic Technology III	2 cr
RAD 182 Clinical Radiology III	4 cr
Total	6 cr
Third Semester (Fall Semester)	
RAD 201 Radiologic Technology IV	3 cr
RAD 202 Clinical Radiology IV	6 cr
CTCM 109 Human Relations	3 cr
Total	12 cr
Fourth Semester (Spring Semester)	
HLTH 255 Med Law and Ethics	3 cr
RAD 251 Radiologic Technology V	2 cr

RAD 252 Clinical Radiology V	6 cr
RAD 271 Transition to Radiologic Technologist	<u>1 cr</u>
Total	12 cr

**G. Interdepartmental implications**

Other department implications include the increased enrollment in the prerequisite semester courses by the pre-Radiologic Technology students and general education courses by the students enrolled in the clinical portion of the program.

**H. Explain how the recommendation to submit this proposal to the B of R was made.**

In spring of 2003, MSU-B COT was contacted by Saint Vincent Healthcare and Deaconess Billings Hospital with a proposal to shift the hospital based radiologic training program to an Associate of Applied Science degree offered at MSU Billings. A committee made up of healthcare administrators and College of Technology faculty and administrators was formed to investigate the viability of this proposal. The committee formed a subcommittee to create a proposed plan of study, a business plan, and a formal proposal which was submitted to the Provost and Chancellor of MSU Billings as well as to the Administration of both Hospitals. Approval was given by the Provost to move forward to create curriculum and a full program proposal.

Curriculum was proposed and routed through the University curriculum approval process. Proposals for new curriculum begin at the faculty level (internal) and involve input from advisory committees (external) and/or accreditation agencies (external). In instances such as this where permanent faculty is not in place at the time of the proposal to create required documentation, the curriculum is developed by existing faculty, staff, advisory committee members and industry to create the initial submission. Documentation is then submitted to the appropriate Program Curriculum Committee for final review. The proposal is reviewed by the appropriate Department Chair, College Curriculum Committee, Dean of the College, MSU-Billings Undergraduate Curriculum Committee, Faculty Senate, Provost and finally the Chancellor

In August 2003, the Board of Regents approved a Level I request by Montana State University-Billings College of Technology (MSU-B COT) to offer an Associate of Applied Science in Radiologic Technology. A Memorandum of Understanding was signed by the Hospitals and the University. After completing three semesters (Fall 2004, Spring 2005, Summer 2005) of teaching the Radiologic Technology program, the University is now requesting the program be considered for Level II approval.

## APPENDIX

## A. Letters of Support

**ITEM 128-2701-R0905**

**BUDGET ANALYSIS**

<b>Proposed Program: Radiologic Technology (AAS)</b>										
<b>Campus: Montana State University-Billings College of Technology</b>										
	<b>Year 1 Actual</b>		<b>Year 2 Budgeted</b>		<b>Year 3 Budgeted</b>		<b>Year 4 Budgeted</b>		<b>Year 5 Budgeted</b>	
Estimated <b>Enrollment</b>	14		30		32		32		32	
FTE Enrollment	14		30		32		32		32	
Estimated Incremental <b>Revenue</b>										
Use of Current General Operating Funds	45,463		47,540		49,544		49,544		49,544	
State Funds										
State Funding for Enrollment Growth										
Tuition Revenue										
A. Gross Incremental Tuition Revenue	16,304		36,000		39,552		39,552		39,552	
B. Reductions to Incremental Tuition										
C. Net Applied Tuition Revenue (A-B) →	16,304		36,000		39,552		39,552		39,552	
Program Fees										
External Funds Hospital Funding	30,800		30,800		30,800		30,800		30,800	
Other Funds: 2 Year Equipment Grant – Radiographic Training Room			68,342							
Congressionally Directed Grant – 2 Radiographic Phantoms – one each year	10,469		10,469							
<b>TOTAL Estimated Revenue</b>	<b>103,036</b>		<b>193,151</b>		<b>119,896</b>		<b>119,896</b>		<b>119,896</b>	
Estimated Incremental <b>Expenditures</b>										
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>
Personal Services (including salary, benefits and insurance)	1.0	73,592	1.0	75,512	1.0	77,516	1.0	77,516	1.0	77,516
Operating Expenses		2,343		2,500		2,500		2,500		2,500
Equipment		10,469		78,811						
Start-up Expenditures		5,000								
<b>TOTAL Estimated Expenditures</b>		<b>91,404</b>		<b>156,823</b>		<b>80,016</b>		<b>80,016</b>		<b>80,016</b>
<b>Estimated Revenues Over/Under ( - ) Expenditures</b>		<b>11,632</b>		<b>36,328</b>		<b>39,880</b>		<b>39,880</b>		<b>39,880</b>



August 16, 2005

Mick Ender  
Program Director  
Radiologic Technology Program  
University of Montana-College of Technology  
Deaconess Billings Clinic

Dear Mick,

Thank you for rotating the new Radiology students through our Deaconess Billings Clinic Westend Branch. With family practice providers, Sameday Care, Occupational Health Medicine, and our Mammography satellite branch, the students have seen and performed a wide variety of Radiographic exams. We have been very impressed with the students' abilities and professionalism when handling the patients. They have been enthusiastic and very willing to learn. I am glad to see the student program re-activated with Deaconess Billings Clinic/ Hospital and associated through the college. I fully support your new program, believe it to be very thorough and the students have an opportunity to get a college degree.

Your new program will help fulfill the shortage of registered Radiologic Technologists and be a true asset to the community and the State of Montana.

Best of Luck,

*Linda Knutson, Rt (R)(M)*

Linda Knutson RT (R)(M)



August 17, 2005

Board of Regents of Higher Education  
Montana University System  
2500 Broadway  
Helena MT 59620

Dear Board of Regents:

The purpose of this letter is to express continuing support for the School of Radiography at Montana State University – Billings College of Technology. As the Director of Radiology at Deaconess Billings Clinic and a registered Radiologic Technologist I am acutely aware of the importance of supporting educational programs in the field of Radiologic Technology.

The demand for healthcare professionals such as Radiologic Technologists continues to increase nationally while a shortage of trained professionals and educational programs continues to plague healthcare institutions, especially in rural states such as Montana. Deaconess Billings Clinic was pleased to assist in the development of the program at MSU-B, COT and enjoys providing a clinical site for student training. We employ a full time clinical instructor and take our role in the student's education very seriously. Our staff participate with the COT in applicant screening, laboratory instruction, and other activities as needed by the program. Both hospitals continue to be committed to financially supporting the program as well.

I hope that as the program at COT grows that the Board of Regents of Higher Education will continue to support it and provide the necessary resources to insure its success and professional development of the field of Radiologic Technology.

Sincerely,

A handwritten signature in black ink, appearing to read "Courtney Funk", is written over a light blue horizontal line.

Courtney Funk, Director of Radiology  
Deaconess Billings Clinic  
(406) 657-4196

Cc: Mick Ender, Program Director, MSU-B COT School of Radiography  
Jayme Wynegar, Clinical Instructor, Deaconess Billings Clinic

September 21-23, 2005

**ITEM 128-301-R0905**                      **Authorization to Establish a  
Certificate Program in Practical Nursing; Flathead Valley  
Community College (FVCC)**

**THAT:**                                      Board of Regents of Higher Education  
authorizes Flathead Valley Community College to establish a certificate  
program in Practical Nursing

**EXPLANATION:**                      Flathead Valley Community College  
seeks approval from the Montana Board of Regents for a Level II  
Certificate program in Practical Nursing. Students take a combination of  
lecture, lab and clinical courses that prepare them to work as licensed  
practical nurses (LPNs). LPNs in Montana earn an average annual  
income of \$25,450 with experienced LPNs earning up to \$34,000.  
Licensed practical nurse employment will increase in response to long-  
term care needs of an increasing elderly population and general growth  
of health care. FVCC's Practical Nursing program will prepare students  
to sit for licensure, address current health workforce supply challenges  
and establish a curriculum that provides opportunities for continued  
studies in nursing.

**M O N T A N A   B O A R D   O F   R E G E N T S**

**LEVEL II REQUEST FORM**

**Item No.:** 128-301-R0905      **Date of Meeting:** September 21- 23, 2005  
**Institution:** Flathead Valley Community College  
**Program Title:** Practical Nursing Program

Level II proposals require approval by the Board of Regents.

**Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor where there is no major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

Flathead Valley Community College proposes creating a certificate program in Practical Nursing.



# MONTANA BOARD OF REGENTS

## NEW ACADEMIC PROGRAM PROPOSAL SUMMARY

### ITEM 128-301-R0905

**Institution:** Flathead Valley Community College (FVCC)

**Program Title:** Practical Nursing Certificate

1. How does this program advance the campus' academic mission and fit priorities?

Flathead Valley Community College provides educational programs that prepare students for the workforce in response to the community's needs. In order to respond to requests from the medical community in the Flathead Valley, FVCC is proposing a Practical Nursing (PN) program that will partly address the local nursing shortage. This program will provide meaningful employment with liveable wages and excellent benefits for community residents.

2. How does this program fit the Board of Regents' goals and objectives?

The PN program responds to the changing population, market and employment needs of the state and nation. Licensed practical nurse employment will increase in response to the long-term care needs of an increasing elderly population and the general growth of health care (U.S. Department of Labor). The demographics of Flathead and Lincoln Counties show a growing increase in the elderly population. In 2000, the Montana population of those 65 years and older was 13.4 percent (13.4%). In Flathead County, it was 13 percent (13%), while the national figure was 12.4 percent (12.4%). Montana has a higher growth rate than the national average of aging individuals as people choose to retire here. In addition, those aging residents who have moved away from the area are returning to be with family members (U.S. Census Bureau). This educational program will partner with the medical community to preserve and improve the economy of the Flathead Valley and Montana.

3. How does this program support or advance Montana's needs and interests?

The Montana Hospital Association conducted a recent survey on healthcare worker needs in the state. Seventy-five percent (75%) of all Montana hospitals participated in the survey. The following data is from that report, which was presented to the Nursing Coordinating Group June 2004:

- Thirty-nine licensed practical nursing (LPN) positions were vacant, representing 5.7 percent (5.7%) of the budgeted LPN positions;
- The vacancy rate is significantly higher at so-called "critical access hospitals," which are the smaller, more rural facilities. At those facilities, the vacancy rate for LPNs is 9.7 percent (9.7%) and ;
- According to the respondents, they spent approximately \$27 million in the last year on "replacement strategies" such as overtime pay and travelers. That figure included all healthcare workers, but most of the money was spent on additional nursing staff.

The PN program will address some of these needs, thereby advancing health care and quality of life for Montana's citizens.

4. How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)

The Montana Department of Labor & Industry, Research & Analysis Bureau reports that out of the state's 20 top employers, six are hospitals. The Bureau predicts that Montana will employ 2,812 LPNs by the year 2010. Montana can keep up with the nursing demand by educating more nurses. Montana's Nursing Program Directors report that graduates are readily hired. Seventeen Flathead Valley area employers surveyed stated that they would hire LPNs. Employers stated that approximately 32 full-time LPNs will be needed in the next six to 12 months as of January 24, 2005. In Montana, licensed practical nurses average \$25,450 annually, plus benefits. Kalispell Regional Medical Center verified a beginning salary of \$23,000, with experienced LPNs earning \$34,000. Providing individuals with employment opportunities upon graduation contributes to the economic development of the state and region. In Montana, employment for licensed practical nurses is projected to grow faster than the statewide average for all occupations through 2012 (Montana Department of Labor & Industry - Research & Analysis Bureau).

The health care industry includes establishments ranging from small town private physician practices who each employ only one licensed practical nurse to nursing homes that provide the majority of jobs. Many health services establishments operate around the clock and need staffing at all hours. Shift work is common in LPN practice. The economic impact of Montana's health care industry shown in the tables below illustrates all sectors of the economy are interconnected, and the impacts are captured in multipliers, which are ratios used to calculate the estimated total economic effect for a variety of economic activities. The multipliers quantify the induced and indirect effects of the health care industry and add it to the known demand and supply side effects. According to 2001 data below, employment multipliers were generated for hospitals and nursing and residential care facilities in Montana:

Total Employment Impact of Montana's Hospitals:

Jobs from Hospitals	
Hospital employment	19,123 number of workers
Hospital multiplier	2.03 (in rural settings, the multiplier be lower than in rural areas)
Jobs created in other businesses	19,774
Total Jobs	38,897

Total Employment Impact of Montana's Nursing and Residential Care Facilities:

Jobs from nursing and residential care facilities	
Nursing and residential care facilities employment	9,704
Nursing and residential care facilities multiplier	1.36
Jobs created in other businesses	3,537
Total Jobs	13,241

Source: Research and Analysis Bureau, Montana Department of Labor and Industry, QCEW program

Summary

There is a shortage of LPNs statewide and regionally. In addition, there are limited numbers of instructors and directors for Practical Nursing programs, which could provide an opportunity for those who graduate from this Practical Nursing program to pursue further education and

consider teaching or directing. With Montana's aging population and rural setting, providing quality health care will continue to become an increasing problem. Without additional support to create solutions to nursing shortages, health care will increasingly become unavailable and unaffordable.

5. What is the program's planned capacity?

• Break-even point?	35 FTE students
• Enrollments / year?	35
• Graduates / year?	15
• MT jobs / year?	88 predicted by Montana Department of Labor & Industry - Research & Analysis Bureau; 102 jobs predicted by the Montana Hospital Association

6. Resource Allocation:

• Total program budget?	\$ See Appendix D - Budget
• Faculty FTE?	1.25
• Staff FTE?	.5

7. Does this program require new resources?  Yes  No

If yes, what is the amount? \$ 70,068 for program director and faculty salaries

8. How will the campus fund the program?

Costs will be funded by student enrollments and program fees.

9. If internal reallocation is necessary, name the sources.

N/A

## Program Description

### Overview

The Practical Nursing (PN) program of Flathead Valley Community College (FVCC) reflects the mission of the College in its educational efforts to respond to the needs of the students, the medical community and the residents of Montana. The proposed program results from vital partnerships within the community between FVCC and various health care facilities. Shared goals include community building, improving lives, affecting economies and preparing highly qualified professional licensed practical nurses to serve Montana residents.

According to the Montana Board of Nursing, licensed practical nurses (LPNs) work under the direction of a doctor or registered nurse. Most LPNs provide basic bedside care to patients. They take vital signs such as temperature, blood pressure, pulse, and respiration. They treat patients for bedsores, give alcohol rubs, and apply dressings. They apply hot water bottles and ice packs. LPNs observe patients and report any negative reactions to treatments or medications. They collect blood and other samples from patients for testing. In some work settings, they perform routine lab tests. LPNs feed patients and record their food and liquid intake and output. They also help patients with other personal care activities, such as bathing, dressing, or brushing their teeth.

Montana faces a lack of skilled LPNs to fill the many jobs available and to fill the projected openings in the next five years due to the increasing aging population, especially in the geographic area served by Flathead Valley Community College. FVCC will address this employer and health care need by educating individuals to become LPNs.

#### a. Objectives

The objectives of the FVCC Practical Nursing program are:

- Offer a Practical Nursing program that provides education that prepares students to sit for licensure;
- Address current health workforce supply challenges, such as the impending nursing shortage in Montana, by filling the need of health care facilities with entry-level nurses who will practice in supervised settings where policy and procedures guide practice; and
- Establish a curriculum that provides opportunities for continued studies in nursing.

The Flathead Valley Community College Practical Nursing program will be designed to prepare caring practical nurses who will positively influence the health and well-being of persons in the community they serve. The program will pursue its goal by maintaining sensitivity to the ongoing changes in the health care industry. Graduates who pass their licensure exam will perform services according to the rules that govern the Montana Board of Nursing found in the *Administrative Rules of Montana, Title 8, Chapter 32*.

The FVCC Practical Nursing program will be a certificate with a total of 50 credit hours, based on the courses proposed by the Licensed Practical Nursing (LPN) Transfer Taskforce. FVCC participated in the LPN Transfer Taskforce, which held weekly meetings in response to the recommendation by the Legislative Audit Division State of Montana that LPN programs have consistent standards for the number of credits required, type of degree awarded and program transfer agreements. The proposed FVCC PN program has considered information presented at these meetings in the development of the program.

The program is designed to prepare graduates to take the National Council of State Boards of Nursing's *National Council Licensure Examination for Practical/Vocational Nurse (NCLEX-PN)*. In addition, the program design will allow for students to transfer credits to other Montana Practical Nursing programs. Furthermore, students will have taken appropriate coursework empowering them to pursue additional educational goals as desired.

The program's first semester will begin spring semester 2006. Twenty students will be admitted into the program third semester. After they complete the four-semester program of 50 credit hours, graduates will earn certificates in Practical Nursing and will obtain approval to take the licensure examination, National Council Licensure Examinations (NCLEX-PN).

Students graduating from the Practical Nursing program will be qualified and encouraged to resume their learning through employer continuing education programs. Other students, through faculty support, will desire to seek more advanced degrees. In addition, FVCC and the Practical Nursing program will be responsive to the community's economic and workforce training needs. There is a documented need (see letters of support in Appendix B) for a Practical Nursing program in the Valley. Because this program values the role of the licensed practical nurse in healthcare, FVCC believes the program will serve the needs of practical nursing education statewide. All policies of the Practical Nursing program will be congruent with FVCC policies and will include additional policies needed to meet specific health and licensure requirements.

#### b. Resources Including Faculty, Student, Facilities, Equipment and Library Holdings

### Faculty

The FVCC campus has doctorate-prepared faculty in the biology and chemistry departments, while other faculty who teach English, nutrition, math and psychology hold master degrees. Numerous faculty on the FVCC Kalispell and Lincoln County campuses will continue to be involved in instruction of the PN curriculum. Of the 50 total credit hours of instruction, 26 credits will be taught by qualified existing faculty in the appropriate areas. The remaining 24 credits will be taught by nursing faculty, which will include a director and part-time faculty.

FVCC has a pool of academically strong candidates for both Nursing program director and faculty positions. FVCC will hire a director who will work 50 percent (**50%**) in administration and 50 percent (**50%**) in teaching, serving on college committees and continued development of professional and educational expertise. In addition, part-time nursing faculty will be hired to teach in specialty areas of practice. Preceptors will be hired through the Kalispell Regional Medical Center's nursing staff (see Appendix B letter of support dated March 29, 2005 from Fran Laukaitis, Chief Nursing Officer, Kalispell Regional Medical Center). FVCC will follow the Montana Board of Nursing requirements for the use of preceptors in educational PN programs (ruling 8.32.1113). Classroom ratios will generally be 20:1 for all nursing didactic coursework and 10:1 for labs/clinicals. Preceptors will work with students on a one-to-one basis in the clinical setting.

### Student Resources

The following is a list of student support services already in place:

- Academic advisement/counseling;
- Personal adjustment counseling;
- Students with disabilities resource center;
- Grants for disadvantaged students;
- Financial aid;
- Work study;
- Career placement/testing; and
- Information technology with access to over 140 computers on the FVCC campus and five computers available at the Kalispell Regional Medical Center campus.

There is no anticipated increase in Student Services, Admissions, Financial Aid, Registration, Counseling or other student service areas. The current student service areas meet anticipated needs.

### Facilities

FVCC currently has clinical agreements with Kalispell Regional Medical Center, HealthCenter Northwest, and North Valley Hospital for educational programs in allied health professions. All three facilities have agreed to make their facilities available for PN student clinicals. The types of clinicals at these facilities would include: mental health, wellness and health promotion, medical/surgical, maternal child and geriatrics. See Appendix E for the PN Advisory Board Meeting minutes. In addition, Immanuel Lutheran Home has agreed to take students for a community geriatric clinical.

Clinicals will occur primarily during the summer months. This is a high volume time for KRMC due to the number of residents who return to the area for the summer and vacationers visiting the area. Utilizing the summer months for hospital and community clinicals will lessen the burden of preceptors, as the Salish Kootenai Community College and the Montana State University students utilize facilities during the fall and spring semesters. In addition, Chief Nursing Officer at KRMC, Fran Laukaitis, has proposed clinical time in the evenings to ensure that students receive the necessary skill development that a hospital setting offers. The prospective student survey results support student availability for classes, labs and clinicals in the evening. This evening experience would prepare students for working shifts that utilize the majority of LPN care. See letters of support for adequate clinicals in Appendix B.

St. John's Lutheran Hospital in Libby, Montana, also supports the PN program. There is a need for LPNs in the Libby community working in physicians' offices and nursing homes. St. John's will provide clinical experiences for students at the hospital where students may be involved in emergency and trauma medicine, general surgery, pediatrics/ OBGYN and general medicine.

FVCC has a contract with KRMC that provides lab, classroom and faculty office space for the FVCC Paramedicine, Radiological Technology and Surgical Technology programs. See a letter of support from Ted Hirsch, Chief Operations Officer at KRMC, and an architectural plan that shows the space

designated for the PN program in Appendix B. Space includes offices for the director, faculty, classroom and lab.

### Equipment

While students are taking coursework at the FVCC campus, they will have access to computer labs (over 140 computers). Additional computers are located in the FVCC library for student use. At KRMC during labs and clinicals, students will have access to five computers that have been purchased for this program. The FVCC campus is one mile from KRMC so students may continue to use the computer resources at the main campus. Classrooms at FVCC and at KRMC are equipped with PowerPoint capability, video players and overhead projectors. Video recorders have been purchased for the allied health programs to be used for student feedback instruction during the labs. These will be available to the PN program as well. PN lab equipment has been purchased by state funds appropriated for allied health and includes: two Compete Care Manikins and one Complete Keri Age-Generic Manikin. North Valley Hospital has committed to furnishing labs with additional nursing equipment such as hospital beds, wheelchairs and other items to simulate a patient room. See letter of support in Appendix B.

### Library

Project for Training for Health & Education Opportunity, a Department of Labor Employment and Training Administration grant, will fund \$3,000 for library resources that will include purchasing videos and books. In addition to the FVCC library, KRMC has an extensive library for current medical information, including subscriptions to the major nursing and medical professional journals. Students will have access to the KRMC library. In addition, the Montana State Library System will be accessible.

### **c. Additional Faculty Requirements as to Qualifications, Salary, and Recruitment**

Additional personnel required to operate and support the program include: program director, administrative support and part-time faculty.

#### Faculty Qualifications

The Nursing faculty that will be hired will meet the qualifications outlined by the Montana Board of Nursing. The program director (ruling 8.32.1110) qualifications include:

1. A current, unencumbered license to practice as a registered nurse in the state of Montana; and
2. A master's degree with a major in nursing or a minimum of a baccalaureate degree in nursing, supplemented by courses in curriculum development, principles and methods of teaching and measurement and evaluation.

Faculty qualifications according to the Montana Board of Nursing ruling 8.32.1113 include:

1. Holding a baccalaureate in nursing or a master's degree from a nationally accredited program supplemented by courses in curriculum development, principles and methods of teaching, measurement and evaluation;
2. Having at least two years' experience in registered nursing practice within the last five years; and
3. Holding a current, unencumbered license to practice professional nursing in the state of Montana.

These are the minimum director and faculty standards for PN accreditation based on the requirements of the Montana Board of Nursing. Educational Services at FVCC will provide administrative assistance to the PN program.

#### Salary

The director's salary range will be \$50,000 to \$55,000 for year one depending upon credentials and experience. The director's teaching load will consist of only one nursing course the first semester. Part-time faculty will not be hired until the program's second semester. Part-time faculty will be paid at the FVCC adjunct faculty pay rate. See Appendix D for the complete budget.

#### Recruitment

FVCC has received interest from a pool of academically strong candidates for both director and faculty positions.

**d. Budget information that describes estimated incremental revenues and expenditures for a three to five-year period and estimated student enrollments for the same period of time**

Revenues consist of the college general funds (which include tuition, state and local appropriations), laboratory fees and equipment fees. See Appendix D for the complete budget.

**e. Specify the number of students expected to graduate over a ten-year period**

About 30 to 35 students will enroll each spring, first semester of a four semester program, and begin the application process. Twenty students will be accepted into the program third semester. Due to attrition, approximately 15 students will continue into the final fourth semester and graduate. Total number of graduates estimated for the next ten years will be 150. Due to the current local, state, and national nursing shortage, it is anticipated that all graduates will be offered employment upon graduation for the foreseeable future.

The rate of attrition is based upon a phone conversation with Carol Gilbert, Deputy Director of the National League for Nursing Accrediting Commission (NLNAC). Gilbert reported on August 2, 2005, that the NLNAC is now examining national data collected on program attrition. She states that 75% retention rate is reasonable due to student maternal leave, financial problems or remedial learning problems.

**f. New courses this program will add to the curriculum and course requirements for the degree**

Numerous faculty on both the Kalispell and Libby campuses will be instructors for the PN curriculum. Of the 50 total credit hours of instruction, 26 credits will be taught by qualified existing faculty in the appropriate areas. The remaining 24 credits will be taught by nursing faculty, which will include a director and part-time faculty. Below is the proposed curriculum for the 50 Credit PN Certificate proposed by the Montana Board of Regents in collaboration with the directors of Montana Practical Nursing programs:

<b>Course</b>	<b>Credits*</b> Didactic/Clinical/Lab	<b>Course</b>	<b>Credits</b> Didactic/Clinical/Lab
<b>Semester One Spring</b>		<b>Semester Two Fall</b>	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	College Algebra	3/0/0 = 3
Inorganic Chemistry w/lab	3/0/1 = 4	Nutrition	2/0/0 = 2
Introduction to Nursing	1/0/0 = 1	Developmental Psych	3/0/0 = 3
Total	10/0/2 = 12	Total	11/0/1 = 12
<b>Admission to Nursing Program required before taking Semester Three coursework.</b>			
<b>Semester Three Spring</b>		<b>Semester Four Summer</b>	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing (Med Surg I)	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing (OB/Peds I)	2/1/0 = 3
Gerontology	1/1/0 = 2	Nursing Care of Clients w/Alterations in Psychosocial Integrity	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 = 12
		Leadership Issues	1/1/0 = 2
		Total	9/5/0 = 14

\*Clinical credits are 3:1. Lab credits are 2:1.

**Total credits 50**

FVCC already offers the following courses:

- Anatomy & Physiology I 4 credit hours

- Anatomy & Physiology II 4 credit hours
- Freshman English 3 credit hours
- Inorganic Chemistry w/lab 4 credit hours
- College Algebra 4 credit hours (a special section for this program will be three credit hours to meet the transfer credit requirement)
- Nutrition 3 credit hours (a special section for this program will be two credit hours to meet the transfer credit requirement)
- Developmental Psychology 3 credit hours
- Pharmacology 3 credit hours

Prerequisite coursework will depend upon students' skill level determined by the Learning Resource Center. English and Math placement exams are required before students can register for any Math course or English Composition course.

The remaining courses (24 credit hours) will be taught by the Practical Nursing program director or faculty. These new courses include:

- Introduction to Nursing 1 credit hour
- Fundamentals of Nursing 7 credit hours
- Gerontology 2 credit hours
- Core Concepts of Adult Nursing 7 credit hours
- Core Concepts of Maternal/Child Nursing 3 credit hours
- Nursing Care of Clients w/Alterations in Psychosocial Integrity 2 credit hours
- Leadership Issues 2 credit hours

This sequential curriculum is based upon approval of the Montana Board of Nursing and will be further developed by the program director.

### **g. Inter-Departmental Implications of Additions to this Program**

Currently, all the non-nursing courses have the appropriate number of available faculty to offer the required courses. BIOL 261 and 262, *Anatomy and Physiology I & II*, will require an additional lecture section and an additional lab to accommodate the increased enrollment. Students located closer to the Lincoln County campus will be offered the option of accessibility through Interactive Television (ITV). Currently, the Lincoln County campus can offer freshman English, college algebra, nutrition, developmental psychology and pharmacology.

### **h. Need for the Program**

#### History

The recommendation to submit this proposal to the Board of Regents began with faculty and administrators partnering with nursing personnel at Kalispell Regional Medical Center. Later, FVCC conducted an Advisory Board Meeting November 11, 2004 (see minutes in Appendix E and a list of members). This meeting documented the need for a PN program, the availability of clinical opportunities for student learning, equipment and support of area nursing employers. The starting annual salary for beginning LPNs at KRMC was reported at \$23,000 plus benefits, and experienced LPNs earn \$34,000 plus benefits. It became clear that the PN program would provide residents with an affordable education and secure them a career that would pay a decent salary with excellent benefits. The PN program would also supply a skilled workforce that would hopefully increase the opportunity for greater health care excellence and quality of life.

Program preparation also included FVCC supporting Dr. Linda Hunt, Director of Training for Health and Education Opportunities, to attend the *Self-Study Forum 2005*, in Chicago, sponsored by the National League for Nursing Accrediting Commission, Inc. (NLNAC). Hunt learned the NLNAC'S standards and criteria that represent the best national thinking about how to demonstrate quality in a nursing program. During this meeting, Hunt met with other Montana Nursing program directors to discuss program development.

To document the student interest in a PN program, a telephone survey was completed in March 2005. The subject pool consisted of a random sampling of FVCC students who have taken nurse



assistant training. Sixty-six individuals were interviewed. Forty-four voiced interest in enrolling in a PN program with 38 stating strong interest. See Appendix C for Practical Nursing Survey.

In addition to the survey, a conversation with the Dr. Jean Shreffler-Grant, Campus Director of Montana State University-Bozeman, Missoula/Flathead Valley Campus Nursing Program, reported March 17, 2005 that the MSU program received 48 applicants for placement in the Kalispell program. This program has only eight openings per year. Although this is a baccalaureate degree program, clearly, there is student interest in nursing education for the Kalispell location. Shreffler-Grant also reported PN students statewide may not drop out at the PN level but continue their studies to receive credentials as registered nurses. This may contribute to a shortage of LPNs.

### Summary

- Fifty-eight percent (**58%**) of those surveyed reported that they would be strongly interested in applying to a PN program at FVCC, while 38 percent (**38%**) stated they are not interested.
- Students applying to the MSU nursing program may also apply to the proposed FVCC PN program.
- With the introduction of PN to RN programs statewide, there may be a future shortage of LPNs in Montana as students continue the extra two semesters for the RN associate degree.
- A shortage of LPNs in Montana may lead to more hiring of medical technicians who do not have the training to ensure public safety.
- It is estimated that 150 students will graduate over the next ten years.

### Workforce Supply

The nursing industry is rapidly aging. From 1996 to 2000, the national average age of a nurse increased from 44.5 years to 45.2 years, and working nurses increased from 42.5 to 43.3 years. Nationally in 1980, 52.9 percent (**52.9%**) of RNs were under the age of 40. By 2000, the percentage had dropped to 31.7 percent (**31.7%**). The change in the under 30 statistic is even more startling. In 1980, 25.1 percent (**25.1%**) of nurses nationally were under 30 years of age. In 2000, only 9.1 percent (**9.1%**) were under 30.

To see what role age plays in nursing education, the national survey compared average age by education level attained. When graduating from a diploma program, the average student was 30.8 years old; associate degree, 33.2 years; baccalaureate, 27.5 years; and all graduates were on average 30.5 years old. The average current age by type of nursing program completed showed that the average age for a diploma graduate is 48.33 years; associate degree graduates average 42.88 years; baccalaureate average 41.84 years; master's degree graduates average 46.69 years; and doctoral graduates average 53.38 years. This data illustrates that nurses are beginning their careers later in life; therefore, the range of their employment may be limited in years.

The Montana Hospital Association conducted a recent survey on healthcare worker needs in the state. Seventy-five percent (**75%**) of all Montana hospitals participated in the survey. The following data is from that report, which was presented to the Nursing Coordinating Group, June 2004:

- Thirty-nine licensed practical nursing (LPN) positions were vacant, representing 5.7 percent (**5.7%**) of the budgeted LPN positions;
- The vacancy rate is significantly higher at so-called "critical access hospitals," which are the smaller, more rural facilities. At those facilities, the vacancy rate for LPNs is 9.7 percent (**9.7%**) and ;
- According to the respondents, they spent approximately \$27 million in the last year on "replacement strategies," such as overtime pay and travelers. That figure included all healthcare workers, but most of the money was spent on additional nursing staff.

The study concluded that Montana will experience a need for more nurses, based on information provided by the Montana Department of Commerce. Montana employed 7,687 RN nurses in 2000. The Commerce Department predicts that Montana will employ 9,355 nurses by the year 2010. Another projection from the Montana Department of Commerce concludes that the state will have a need for 167 new nurses and 155 replacement nurses annually to keep up with the growth in health care services and the aging population of Montana's current nursing professionals. See Appendix A for national LPN practice analysis regarding employing facilities, employment setting characteristics and practice settings.

The changing demographics signal a need for more nurses to care for our aging population. According to a July 2001 report released by the Government Accounting Office, *Nursing Workforce: Emerging Nurse Shortages Due to Multiple Factors* (GAO-01-944), "A serious shortage of nurses is expected in the future as demographic pressures influence both supply and demand. The future demand

for nurses is expected to increase dramatically as the baby boomers reach their 60s, 70s, and beyond." ([www.gao.gov](http://www.gao.gov)).

As attested by a May 2001 report, *Who Will Care for Each of Us?: America's Coming Health Care Crisis*, released by the Nursing Institute at the University of Illinois College of Nursing, the ratio of potential caregivers to the people most likely to need care, the elderly population, will decrease by 40 percent (**40%**) between 2010 and 2030. Demographic changes may limit access to health care unless the number of nurses and other caregivers grows in proportion to the rising elderly population ([www.kaisernetwork.org/healthcast/nursing/may01](http://www.kaisernetwork.org/healthcast/nursing/may01)).

According to the Bureau of Labor Statistics report, *Occupational Employment Projections to 2008*, released in November 1999, employment of registered nurses is projected to grow by almost 22 percent (**22%**), with a projected need of 794,000 new RNs by 2008 ([www.bls.gov](http://www.bls.gov)). The need for RNs falls in the area of working with clients who are critically or acutely ill. These are the more involved cases of nursing care. Therefore, it is essential that the LPN workforce is increased to care for those clients who are in stable, but chronic conditions. By increasing the LPN workforce, RNs will be better utilized for the care of more seriously ill clients.

### Summary

- Employment of LPNs in nursing care facilities is expected to grow faster than the average. Such facilities will offer the most new jobs for LPNs as the number of aged and disabled persons in need of long-term care rises. In addition to caring for the elderly and the disabled, LPNs in nursing care facilities will care for the increasing number of patients who will have been discharged from the hospital, but have not recovered enough to return home (U.S. Dept of Labor).
- Employment of LPNs is expected to grow much faster than average in home health care services. This growth is in response to an increasing number of older persons with functional disabilities, consumer preference for care in the home and technological advances that make it possible to bring increasingly complex treatments into the home (U.S. Dept of Labor).
- Facilities in Flathead County that have advertised for LPNs are hiring RNs as a result of an LPN shortage in turn, contributing to the RN shortage. Having LPNs employed in their practice area would create better role delineation, placing RNs in areas where they are more suited in advanced patient care.
- The National Council of State Boards of Nursing, Inc., states that the greatest need for hiring LPNs exists in the hospital and long term care settings located in smaller communities with facilities containing less than 299 beds.
- Because nurses generally begin their careers later in life, their years of practicing may be limited. Yet, a PN educational program will provide the means for individuals to receive training for jobs that have a high demand, while other employment opportunities in the Valley may be limited.
- The LPN program will increase the workforce and the quality of life in the Flathead Valley where the starting annual salary for beginning LPNs at Kalispell Regional Medical Center was reported at \$23,000 plus benefits and experienced LPNs earn \$34,000 plus benefits.

### Workforce Hiring in Flathead Valley

The following data were collected from area facilities through telephone interviews regarding hiring full-time LPNs.

EMPLOYMENT OPPORTUNITIES		
EMPLOYER	LPN PREFERRED	NEEDED HIRES IN NEXT 6-12 MONTHS*
Drs. Higgs/Oerhtman	yes	1
Prestige Assistive Living	yes	1
Beehive Homes Assistive Living	yes	1
Kalispell Diagnostic	yes	1
Kalispell Orthopedics	yes	1 every 2 yrs
Riverside Assistive Living	yes	0
Northwest Women's Healthcare	yes	1
Glacier Medical Center	yes	1
Surgeons**	yes	0
RMHL***	yes	1

Kalispell OB/Gyn	yes	1
Lakeview Care	yes	2
Colonial Manor	yes	4-6
Immanuel Lutheran	yes	3-4
Evergreen Health & Rehab	yes	1-2
Family Health Care	yes	0
Heritage Place	yes	4-5
KRMC****	yes	10-15 first year; 4-5 each year thereafter

\*Starting January 24, 2005

\*\*Northwest Montana Surgical Associates

\*\*\*Rocky Mountain Heart & Lung

\*\*\*\* Kalispell Regional Medical Center

The following data were collected from PN programs in the state of Montana:

### PN GRADUATE AND EMPLOYMENT

Institution	Year	# of Graduates	# Employed in Major	% Employed in Major	% Employed outside Major	% Unemployed	% of GradsCont Edu**
MSU-Great Falls	2002-2003	16	12	75%	0	0	25% (RN)
COT-Butte	2004	5	5	100%	0	0	0
UM-Missoula	2004	30	25	83%	0	17%	0
UM-Helena	2004	25	25	100%	0	0	0
MSU-Billings	2004	43*	30*	70%	.02%*	.02%*	.05%*

\* Data not complete

\*\* Graduates continuing education

### Summary

- Eighteen area employers stated that they would hire LPNs.
- Approximately 32 full-time LPNs will be needed in the next six to 12 months as of January 24, 2005.
- The greatest need will be in geriatric care facilities, where LPNs are most likely to be employed in nursing homes or long-term care facilities.
- Appendix A provides data showing 29 percent (**29%**) of LPNs work in a rural employment setting, and the majority work in an area where the population is 5,000 to 19,999.
- The majority of graduates from Montana state PN programs are securing employment in practice nursing positions.

### Effects on Existing Programs in Montana

This feasibility study was mailed to all the nursing programs directors in Montana, including Carroll College and Salish Kootenai College the week of May 2, 2005. Hunt contacted Missoula College of Technology Program Director, Margaret Wafstet, by phone. Wafstet stated that the FVCC proposed program would not impact her PN program. FVCC is not utilizing clinical sites in Missoula. In addition, Missoula rarely receives student applications from the geographical region serving FVCC. Moreover, she reports that FVCC's proposal appropriately presents solutions that offer PN education resulting in graduates satisfying the needs of the medical community. See Appendix F for letter dated May 11, 2005.

Hunt spoke to Dr. Elizabeth G. Nichols, Dean and Professor of the College of Nursing at Montana State University at Bozeman on May 10, 2005. Nichols stated there is definitely a need for additional Licensed Practical Nurses. She reported if FVCC places students in clinicals during the summer, the Montana State University program will not be impacted (see letter of support in F). Jean Shreffler-Grant, Associate Professor and Missoula Campus Director for Montana State University (MSU) Nursing

program, agreed both programs could work together regarding availability of student clinical experiences in the Kalispell area (phone conversation May 17, 2005).

Jacque Dolberry, Director, Salish Kootenai College (SKC) Nursing program, expressed her support and stated that the FVCC Practical Nursing program would not have an impact on the SKC Nursing program.

### Board of Nursing Program Proposal

#### 8.32.801 Application for Initial Approval

(1) A statement of intent to establish a program in nursing was submitted and approved by the Montana Board of Nursing (MBON) September 2004. The present document is the feasibility study submitted to the MBON. This document will be formatted according to the guidelines established by the MBON.

#### (a) Data

##### Population Data

Flathead County includes the cities of Bigfork, Hungry Horse, Kalispell, Lakeside and Somers.

Population Estimates				
Area	2001 Estimate	2002 Estimate	2003 Estimate	
Montana	904,460	913,110	921,830	
Flathead County	76,270	77,660	79,220	
Population Growth				
	1990-2000	2000-2005	2000-2010	
Percentage	24%	7%	16%	
Population				
Total	1990	2000	2005	2010
Total	59,218	74,471	82,250	89,590
Population by 5 Age Groups				
	1990	2000	2005	2010
<18	16,749	18,603	21,326	22,341
18-34	12,521	12,728	13,381	15,266
35-54	17,122	25,277	25,688	25,896
55-74	9,665	12,535	13,572	16,479
75+	3,161	4,526	4,941	5,386
Percent <18	28%	25%	27%	26%
Percent 18-34	21%	17%	17%	18%
Percent 35-54	29%	34%	33%	30%
Percent 55-74	16%	17%	17%	19%
Percent 75+	5%	6%	6%	6%
Median Age	34.3	38.7	37.7	38.0

Source: Applied Geographic Solutions, Inc. (2000)

Lincoln County includes the cities of Eureka, Fortine, Libby and Troy.

Population 2003 estimate	18,835
Median Age	42.1 years
19 years and under	27.5 %
20 - 64 years	57.3 %
65 years and over	15.2 %

Source: U.S. Census Bureau

According to Report of Findings from the 2003 LPN/VN Practice Analysis published by the National Council of State Boards of Nursing, Inc., 72 percent (72%) of LPNs care for clients in the 65 to 85 age

range and 47 percent (**47%**) care for clients in the 31 to 64 age range. The results were from a survey where respondents could select more than one category.

### Summary

- LPN employment will increase in response to the long-term care needs of an increasing elderly population and the general growth of health care (U.S. Department of Labor). The demographics of Flathead and Lincoln Counties show a growing increase in the elderly population.
- In 2000, the Montana population of those 65 years and older was 13.4 percent (**13.4%**). In Flathead County, it was 13 percent (**13%**), while the national figure was 12.4 percent (**12.4%**). Montana has a higher growth rate than the national average of aging individuals as people choose to retire here. In addition, those aging residents who have moved away from the area are returning to be with family members (U.S. Census Bureau).
- Nationwide, LPNs care for those ranging in age from 31 to 85 years, which is the majority of the population in the Valley.

### Workforce Supply

The nursing industry is rapidly aging. From 1996 to 2000, the national average age of a nurse increased from 44.5 years to 45.2 years, working nurses increased from 42.5 to 43.3 years. Nationally in 1980, 52.9 percent (**52.9%**) of RNs were under the age of 40. By 2000, the percentage had dropped to 31.7 percent (**31.7%**). The change in the under 30 statistic is even more startling. In 1980, 25.1 percent (**25.1%**) of nurses nationally were under 30 years of age. In 2000, only 9.1 percent (**9.1%**) were under 30.

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The study concluded that Montana will experience a need for more nurses, based on information provided by the Montana Department of Commerce. Montana employed 7,687 RN nurses in 2000. The Commerce Department predicts that Montana will employ 9,355 nurses by the year 2010. Another projection from the Montana Department of Commerce concludes that the state will have need for 167 new nurses and 155 replacement nurses annually to keep up with the growth in health care services and the aging population of Montana's current nursing professionals. See Appendix A for national LPN practice analysis regarding employing facilities, employment setting characteristics and practice settings.

The changing demographics signal a need for more nurses to care for our aging population. According to a July 2001 report released by the Government Accounting Office, *Nursing Workforce: Emerging Nurse Shortages Due to Multiple Factors* (GAO-01-944), "A serious shortage of nurses is expected in the future as demographic pressures influence both supply and demand. The future demand for nurses is expected to increase dramatically as the baby boomers reach their 60s, 70s, and beyond." ([www.gao.gov](http://www.gao.gov)).

As attested by a May 2001 report, *Who Will Care for Each of Us?: America's Coming Health Care Crisis*, released by the Nursing Institute at the University of Illinois College of Nursing, the ratio of potential caregivers to the people most likely to need care, the elderly population, will decrease by 40 percent (**40%**) between 2010 and 2030. Demographic changes may limit access to health care unless the

number of nurses and other caregivers grows in proportion to the rising elderly population ([www.kaisernetwork.org/healthcast/nursing/may01](http://www.kaisernetwork.org/healthcast/nursing/may01)).

According to the Bureau of Labor Statistics report, *Occupational Employment Projections to 2008*, released in November 1999, employment of registered nurses is projected to grow by almost 22 percent (22%), with a projected need of 794,000 new RNs by 2008 ([www.bls.gov](http://www.bls.gov)). The need for RNs falls in the area of working with clients who are critically or acutely ill. These are the more involved cases of nursing care. Therefore, it is essential that the LPN workforce is increased to care for those clients who are in stable but chronic conditions. By increasing the LPN workforce, RNs will be better utilized for the care of more seriously ill clients.

### Summary

- Employment of LPNs in nursing care facilities is expected to grow faster than the average. Such facilities will offer the most new jobs for LPNs as the number of aged and disabled persons in need of long-term care rises. In addition to caring for the elderly and the disabled, LPNs in nursing care facilities will care for the increasing number of patients who will have been discharged from the hospital but have not recovered enough to return home (U.S. Dept of Labor).
- Employment of LPNs is expected to grow much faster than average in home health care services. This growth is in response to an increasing number of older persons with functional disabilities, consumer preference for care in the home and technological advances that make it possible to bring increasingly complex treatments into the home (U.S. Dept of Labor).
- Facilities in Flathead County that have advertised for LPNs are hiring RNs as a result of an LPN shortage, in turn contributing to the RN shortage. Having LPNs employed in their practice area would create better role delineation, placing RNs in areas where they are more suited in advanced patient care.
- The National Council of State Boards of Nursing, Inc., states that the greatest need for hiring LPNs exists in the hospital and long-term care settings located in smaller communities with facilities containing less than 299 beds.
- Because nurses generally begin their careers later in life, their years of practicing may be limited. Yet, a PN educational program will provide the means for individuals to receive training for jobs that have a high demand, while other employment opportunities in the Valley may be limited.
- The LPN program will increase the workforce and the quality of life in the Flathead Valley where the average salary is \$24,696, and the average LPN salary in Montana is higher at \$25,450 (MT DOL).

### Workforce Hiring in Flathead Valley

The following data were collected from area facilities through telephone interviews regarding hiring full-time LPNs.

EMPLOYMENT OPPORTUNITIES		
EMPLOYER	LPN PREFERRED	NEEDED HIRES IN NEXT 6-12 MONTHS*
Drs. Higgs/Oerhtman	yes	1
Prestige Assistive Living	yes	1
Beehive Homes Assistive Living	yes	1
Kalispell Diagnostic	yes	1
Kalispell Orthopedics	yes	1 every 2 yrs
Riverside Assistive Living	yes	0
Northwest Women's Healthcare	yes	1
Glacier Medical Center	yes	1
Surgeons**	yes	0
RMHL***	yes	1
Kalispell OB/Gyn	yes	1
Lakeview Care	yes	2
Colonial Manor	yes	4-6
Immanuel Lutheran	yes	3-4
Evergreen Health & Rehab	yes	1-2

Family Health Care	yes	0
Heritage Place	yes	4-5
KRMC****	yes	10-15 first year; 4-5 each year thereafter

\*Starting January 24, 2005

\*\*Northwest Montana Surgical Associates

\*\*\*Rocky Mountain Heart & Lung

\*\*\*\* Kalispell Regional Medical Center

The following data were collected from PN programs in the state of Montana:

### PN GRADUATE AND EMPLOYMENT

Institution	Year	# of Graduates	# Employed in Major	% Employed in Major	% Employed outside Major	% Unemployed	% of GradsCont Edu**
MSU-Great Falls	2002-2003	16	12	75%	0	0	25% (RN)
COT-Butte	2004	5	5	100%	0	0	0
UM-Missoula	2004	30	25	83%	0	17%	0
UM-Helena	2004	25	25	100%	0	0	0
MSU-Billings	2004	43*	30*	70%	.02%*	.02%*	.05%*

\* Data not complete

\*\* Graduates continuing education

### Summary

- Seventeen area employers stated that they would hire LPNs.
- Approximately 32 full-time LPNs will be needed in the next six to 12 months as of January 24, 2005.
- The greatest need will be in geriatric care facilities where LPNs are most likely to be employed in nursing homes or long-term care facilities.
- Appendix A provides data showing 29 percent (**29%**) of LPNs work in a rural employment setting, and the majority work in an area where the population is between 5,000 to 19,999.
- The majority of graduates from Montana state PN programs are securing employment in practice nursing positions.

### **(b) Purpose and Classification of Program**

#### Overview

The Practical Nursing program, functioning within the general framework and policies of Flathead Valley Community College (FVCC), reflects the mission of the college in the program's philosophic statements regarding people and society, nursing and education. These reflect responsiveness to the educational needs of our students, the needs of the medical community and its residents, as well as the provision of service to Montana through the preparation of nurse practitioners.

Practical nurses provide care in diverse settings where policies and procedures are specified and guidance is available. Environment includes all physical, psychological, cultural and spiritual conditions affecting individuals and families. Unique responses by an individual or family to constant interaction with the environment result in varying degrees of health. A focus of nursing is to optimize the environment, in diverse health care settings, to assist the clients to meet their individualized basic needs.

Learning is a continuous process involving active participation by both faculty and students. The faculty facilitates this process by assessing student learning needs and providing appropriate guidance regarding academic progress. Each learning experience will be planned and organized to meet individual learning needs and achievement of identified learning objectives. In order to assist students to attain the necessary competencies, a variety of clinical environments will be selected.

#### Purpose

The purposes of the practical nursing program will be to prepare graduates with certificates for entry-level nursing practice in supervised settings where policy and procedures guide practice. Another purpose will be to provide a basis for continued studies in nursing.

The Flathead Valley Community College Practical Nursing program will be designed to prepare caring practical nurses who will positively influence the health and well-being of persons in the community they serve. The program will pursue its goal by maintaining sensitivity to the ongoing changes in the health care needs of people. Graduates who pass their licensure exam will perform services according to the rules that govern the Montana Board of Nursing found in the *Administrative Rules of Montana, Title 8, Chapter 32*.

### **Classification**

The FVCC Practical Nursing program will be a certificate with a total of 50 credit hours, based on the proposed courses by the LPN Transfer Taskforce. Linda Hunt participated in the LPN Transfer Taskforce, which held weekly meetings in response to the recommendation by the Legislative Audit Division State of Montana that LPN programs have consistent standards for the number of credits required, type of degree awarded and program transfer agreements. The proposed FVCC PN program has considered information presented at these meetings in the development of the curriculum.

The program is designed to prepare graduates to take the National Council of State Boards of Nursing's *National Council Licensure Examination for Practical/Vocational Nurse (NCLEX-PN)*. In addition, the program design will allow for students to transfer credits to other Montana Practical Nursing programs. Furthermore, students will have taken appropriate coursework empowering them to pursue educational goals as desired.

The program's first semester will begin spring semester. Twenty students will be admitted into the program third semester. After they complete the four-semester program of 50 credit hours, graduates will earn certificates in Practical Nursing and will obtain approval to take the licensure examination, National Council Licensure Examinations (NCLEX-PN).

Due to the rigor of this program, students will have scheduled appointments with a nursing faculty advisor to document mid-semester progress. Students in jeopardy of not making scholastic progress will be urged to seek necessary tutoring available through FVCC's Learning Resource Center.

The Practical Nursing program purpose, as stated above and the mission of FVCC reinforce and support one another. Both provide educational courses that prepare students for transfer to other postsecondary institutions for the workforce and for citizenship. Both increase lifelong learning opportunities for our students and our community. Students graduating from the Practical Nursing program will be qualified and encouraged to resume their learning through employer continuing education programs. Other students, through faculty support, will desire to seek more advanced degrees. In addition, FVCC and the Practical Nursing program will be responsive to the community's economic and workforce training needs. There is a documented need (see letters of support in Appendix B) for a Practical Nursing program in the Valley. Because this program values the role of the licensed practical nurse in healthcare, FVCC believes the program will serve the needs of practical nursing education statewide. All policies of the Practical Nursing program will be congruent with FVCC policies and will include additional policies needed to meet specific health and licensure requirements. This is similar to other allied health programs offered by FVCC.

### **(c) Availability of Qualified Faculty**

The FVCC campus has doctorate-prepared faculty in the biology and chemistry departments, while other faculty who teach English, nutrition, math and psychology hold master degrees. FVCC has a pool of academically strong candidates for both director and faculty positions. FVCC will hire a director who will work 50 percent in administration and 50 percent in teaching, serving on college committees and continued development of professional and educational expertise. In addition, a full-time nursing faculty member will be hired who will have a teaching load similar to other FVCC faculty. Furthermore, FVCC will hire a part-time faculty member to teach clinicals. Classroom ratios will generally be 20:1 for all nursing coursework and 10:1 for labs/clinicals. Twenty students will be admitted each year, which will allow for attrition. The following provides information on individuals who have expressed interest in working in varying capacities of this program. Their credentials are as follows:

- One candidate for the director's position was employed at Montana State University Billings College of Technology for eight years. During that time, she served as director of the health occupations department and taught LPN courses. While in the position, she was responsible for facilitating and participating in the development and revisions of the LPN curriculum. Currently, she is employed as the clinical educator for the medical, surgical and rehabilitation areas of Kalispell Regional Medical



Center. She has a Bachelor of Science in Nursing from Montana State University and has completed some course work in a Master of Nursing program. FVCC would support this person in her professional development as she completes her master's degree.

- A second candidate for the director position holds a Bachelor of Science in Nursing and a master's degree. Her teaching and practice expertise focuses on psychiatric nursing and management nursing. She is experienced in curriculum development and evaluation. She is knowledgeable in PN education and has experience in supervising LPNs in her practice.
- A candidate for faculty has a clinical background in obstetrics and gerontology. Her education includes a Bachelor of Science in Nursing and a Master of Science in Nursing Education.
- Another candidate has served as a practical nursing educator in the state of Oklahoma for 18 years. She has taught all aspects of PN education including pharmacology. She is licensed as a registered nurse in good standing in the state of Oklahoma and is in the process of renewing her Montana RN license. She is completing a Master of Science in Education. She is interested in part-time work as a preceptor and guest lecturer.
- A practicing RN has a baccalaureate degree. She has voiced interest in serving as an adjunct faculty member and precepting students during their clinicals. She supervises LPNs and has experience in medical-surgical and perinatal nursing and case management. She has experience as a preceptor and teaching students for work as an acute care nurse aide. Her past work shows responsibility for theory development, clinical supervision of students and program outcomes.

**(d) Budgeted faculty positions**

Numerous faculty on the FVCC campus will continue to be involved in instruction of the PN curriculum. Of the 50 total credit hours of instruction, 24 credits will be taught by qualified existing faculty in the appropriate areas. The remaining 26 credits will be taught by nursing faculty, which will include a director and part-time faculty.

**Proposed Curriculum**

<b>Course</b>	<b>Credits*</b> Didactic/Clinical/Lab	<b>Course</b>	<b>Credits</b> Didactic/Clinical/ Lab
<b>Semester One Spring</b>		<b>Semester Two Fall</b>	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	College Algebra	3/0/0 = 3
Inorganic Chemistry w/lab	3/0/1 = 4	Nutrition	2/0/0 = 2
Introduction to Nursing	1/0/0 = 1	Developmental Psych	3/0/0 = 3
Total	10/0/2 = 12	Total	11/0/1 = 12
<b>Admission to Nursing Program required before taking Semester Three coursework.</b>			
<b>Semester Three Spring</b>		<b>Semester Four Summer</b>	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing (Med Surg I)	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing (OB/Peds I)	2/1/0 = 3
Gerontology	1/1/0 = 2	Nursing Care of Clients w/Alterations in Psychosocial Integrity	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 = 12
		Leadership Issues	1/1/0 = 2
		Total	9/5/0 = 14

\*Clinical credits are 3:1. Lab credits are 2:1.

Total Credits: 50

There is no anticipated increase in Student Services, Admissions, Financial Aid, Registration, Counseling or other student service areas. The current student service areas meet anticipated needs. Additional personnel required to operate and support the program include: program director, administrative support and part-time faculty. The Montana Board of Nursing specifies the requirement of a full-time director who shall devote a minimum of 50 percent (**50%**) time to administrative activities. Student-instructor ratios in the clinical and lab settings will not exceed 10 students to one instructor. Although the PN program will be located off campus, PN faculty will still participate in FVCC activities, such as serving on committees and governance of FVCC. Likewise, students in the program have opportunities to become active in FVCC activities and student governance. For example, FVCC sponsors a student run club, Scrub Club, open to all students in the allied health educational programs. This year the club sponsored a case study presentation entitled *Continuity of Care Depends on Teamwork* that included invited speakers from paramedicine, trauma care nursing, surgical technology and medical coding. See Appendix D for the proposed budget.

#### **(e) Availability of Adequate Clinical and Academic Facilities for the Program**

FVCC currently has clinical agreements with Kalispell Regional Medical Center (KRMC), HealthCenter Northwest, and North Valley Hospital for educational programs in allied health professions. All three facilities have agreed to make their facilities available for PN student clinicals. The types of clinicals at these facilities would include: mental health, wellness and health promotion, medical/surgical, maternal child and geriatrics (see Appendix E for the PN Advisory Board Meeting minutes). In addition, Immanuel Lutheran Home has agreed to take students for a community geriatric clinical.

Clinicals will occur primarily during the summer months. This is a high volume time for KRMC due to the number of residents who return to the area for the summer and vacationers visiting the area. Utilizing the summer months for hospital and community clinicals will lessen the burden of preceptors, as the Salish Kootenai Community College and the Montana State University students utilize facilities during the fall and spring semesters. In addition, Chief Nursing Officer at KRMC, Fran Laukaitis, has proposed clinical time in the evenings to ensure that students receive the necessary skill development that a hospital setting offers. Our prospective student needs assessment supports that students would be available for classes, labs and clinicals in the evening. This evening experience would prepare students for working shifts that utilizes the majority of LPN care. See letters of support for adequate clinicals in Appendix B.

Nursing Director, Jackie Hare, at St. John's Lutheran Hospital in Libby, Montana, also supports the PN program. She has stated that she would like residents in Libby to start with the PN degree and for those interested, to continue on to RN educational programs. St. John's Lutheran Hospital does not hire LPNs, but Hare states that there is a need for LPNs in the Libby community working in physicians' offices and nursing homes. She will provide clinical experiences for students at the hospital where students may be involved in emergency and trauma medicine, general surgery, pediatrics/ OBGYN and general medicine.

FVCC has a contract with KRMC that provides lab, classroom and faculty office space for the FVCC Paramedicine, Radiological Technology and Surgical Technology programs. See a letter of support from Ted Hirsch, Chief Operations Officer at KRMC and an architectural plan that shows the space designated for the PN program in Appendix B. Space includes offices for the director, faculty, classroom and lab. More space is available from the Surgical Technology program classroom.

#### **(f) Evidence of financial resources adequate for the planning, implementation and continuation of the program**

##### **Continuing Education**

FVCC supported Dr. Linda Hunt, Director of Training for Health and Education Opportunities, to attend the *Self-Study Forum 2005* in Chicago sponsored by the National League for Nursing Accrediting Commission, Inc. (NLNAC). Hunt learned the NLNAC'S standards and criteria that represent the best national thinking about how best to demonstrate quality in a nursing program.

The Montana Board of Nursing, on an annual basis requires evidence of professional development. This professional development is achieved through attendance at continuing education conferences, workshops and professional organization meetings. FVCC recognizes the need for faculty to raise their levels of expertise while fulfilling their continuing education requirements, thereby improving the quality of nursing instruction. The philosophy behind this purpose is based on the belief that continuing education is a lifetime commitment requiring knowledge of current trends and developments in science, technology and the economics of health care. Currently, full-time faculty are eligible from a pool of \$22,000 per year

for continuing education funds. Furthermore, Kalispell Regional Medical Center has offered continuing education for employees who may be instructors in the FVCC PN program (see Appendix B for a letter of support written by Fran Laukaitis, RN).

### **Student Resources**

The following is a list of student support services already in place:

- Academic advisement/counseling;
- Personal adjustment counseling;
- Students with disabilities resource center;
- Grants for disadvantaged students;
- Financial aid;
- Work study;
- Career placement/testing; and
- Information technology.

A childcare center is being planned for FVCC students and employees.

### **Facilities**

- Rent for faculty offices, classrooms and labs;
- Library;
- Computer laboratory;
- A/V department;
- Parking;
- Conference rooms; and
- Lab equipment purchased by state funds ear marked for allied health that includes: two Complete Care Manikins, one Complete Keri Age-Generic Manikin and other educational equipment totaling \$13,550.00.

Project for Training for Health & Education Opportunity, a Department of Labor Employment and Training Administration grant, will fund \$3,000 for library resources that will include purchasing videos and books. In addition to the FVCC library, KRMC has an extensive library for current medical information, including subscriptions to the major nursing and medical professional journals. Students will have access to the KRMC library. In addition, the Montana State Library System will be accessible.

While students are taking coursework at the FVCC campus, they will have access to computer labs (over 140 computers). Additional computers are located in the FVCC library for student use. At KRMC during labs and clinicals, students will have access to five computers that have been purchased for this program. The FVCC campus is one mile from KRMC, so students may continue to use the computer resources at the main campus. Classrooms at FVCC and at KRMC are equipped with PowerPoint capability, video players and overhead projectors. Video recorders have been purchased for the allied health programs to be used for student feedback instruction during the labs. These will be available to the PN program as well.

### **Travel**

The Practical Nursing Director and faculty will have adequate resources to support the following:

- Attending the Montana Board of Nursing Meetings when appropriate;
- Visiting clinical sites; and
- Attending other meetings related to the PN program.

See Appendix D for the proposed budget page.

### **(g) Anticipated Student Population**

A telephone survey was completed in March 2005. The subject pool consisted of a random sampling of FVCC students who have taken nurse assistant training. Sixty-six individuals were interviewed. Forty-four voiced interest in enrolling in a PN program with 38 stating strong interest. See Appendix C for Practical Nursing Survey.

In addition to the survey, a conversation with the Dr. Jean Shreffler-Grant, Campus Director of Montana State University-Bozeman, Missoula/Flathead Valley Campus Nursing Program, reported March 17, 2005 that the MSU program received 48 applicants for placement in the Kalispell program. This

program has only eight openings per year. Although this is a baccalaureate degree program, clearly, there is student interest in nursing education for the Kalispell location. Shreffler-Grant also reported PN students statewide may not drop out at the PN level but continue their studies to receive credentials as registered nurses. This may contribute to a shortage of LPNs.

FVCC plans to admit 20 students each year. It is anticipated that 10 to 15 students will rotate through clinicals during the last semester due to attrition and the need for some students to attend the program part-time or repeat a course such as *College Algebra* or *Human Anatomy and Physiology*.

About 30 to 35 students will enroll each spring, first semester of a four semester program and begin the application process. Twenty students will be accepted into the program third semester. Due to attrition, approximately 10 to 15 students will continue into the final fourth semester and graduate. Total number of graduates estimated for the next ten years will be 150. Due to the current local, state, and national nursing shortage, it is anticipated that all graduates will be offered employment upon graduation for the foreseeable future. The rate of attrition is based upon a phone conversation with Carol Gilbert, Deputy Director of the National League for Nursing Accrediting Commission (NLNAC). Gilbert reported on August 2, 2005, that the NLNAC is now examining national data collected on program attrition. She states that 75% retention rate is reasonable due to student maternal leave, financial problems or remedial learning problems. She stated that retention rates will be partly based on the level of admission criteria.

### Summary

- Fifty-eight percent (**58%**) of those surveyed reported that they would be strongly interested in applying to a PN program at FVCC, while 38 percent (**38%**) stated they are not interested.
- Students applying to the MSU nursing program may also apply to the proposed FVCC PN program.
- With the introduction of PN to RN programs statewide, there may be a future shortage of LPNs in Montana as students continue the extra two semesters for the RN associate degree.
- A shortage of LPNs in Montana may lead to more hiring of medical technicians who do not have the training to ensure public safety.
- It is estimated that 150 students will graduate over the next ten years.

### (h) Time Table

The following time table is tentative pending the decisions made by the Montana Board of Nursing and the Montana Board of Regents.

Activity	Date	Status
1) Submit letter of intent to the Montana Board of Nursing.	September 2004	Completed
2) Submit a program budget for review to FVCC Vice President.	October 2004	Completed
3) Hire Nurse Specialist to assist with feasibility study.	October 2004	Completed
4) Conduct an advisory board meeting.	Nov. 11, 2004	Completed
5) Attend Montana Board of Regents meeting in Helena.	Nov. 30, 2004	Completed
6) Attend Montana Board of Nursing meeting in Helena.	Jan. 18-20, 2005	Completed
7) Gather Data for the feasibility study, which includes: a. Provide population data from the last three years; Quantify workforce supply and demand data from last year; address total state resources and nursing education needs within the state b. Describe purpose and classification of program c. Document availability of qualified faculty d. Budgeted faculty positions e. Document availability of clinical sites, classroom and lab space f. Document evidence of financial resources g. Describe anticipated student populations h. Provide tentative time table	Draft to be submitted to Montana Nursing Program Directors May 2005	Completed

i. Provide evidence on how programs may affect other nursing programs; document support from other nursing education directors for program		
8) Submit Feasibility Study to Montana Board of Nursing.	August/ 2005	
9) Attend Montana Board of Nursing meeting in Polson.	July 20, 2005	Completed
10) Submit Board of Regents Level II report.	August 2005	
11) Start recruiting for Program Director.	October 2005	
12) Attend Montana Board of Nursing meeting in Helena – Nursing Feasibility Proposal reviewed.	Oct. 18-20, 2005	
13) Hire a Program Director (actual start date to be determined, with possible start-up work from remote location). Hire Faculty.	Winter 2006	
14) Submit a written proposed program plan.	Summer 2006	
15) Students may enroll in the first semester.	Spring 2006 or Fall 2006	
16) Students admitted to the program	Fall 2006 or Spring 2007	

#### (i) Effects on Existing Programs in Montana

This feasibility study was mailed to all the nursing programs directors in Montana, including Carroll College and Salish Kootenai College the week of May 2, 2005. Hunt contacted Missoula College of Technology Program Director, Margaret Wafstet, by phone. Wafstet stated that the FVCC proposed program would not impact her PN program. FVCC is not utilizing clinical sites in Missoula. In addition, Missoula rarely receives student applications from the geographical region serving FVCC. Moreover, she reports that FVCC's proposal appropriately presents solutions that offer PN education resulting in graduates satisfying the needs of the medical community. See Appendix F for letter dated May 11, 2005.

Hunt spoke to Dr. Elizabeth G. Nichols, Dean and Professor of the College of Nursing at Montana State University at Bozeman on May 10, 2005. Nichols stated there is definitely a need for additional Licensed Practical Nurses. She reported if FVCC places students in clinicals during the summer, then the Montana State University program will not be impacted (see letter of support in Appendix E). Jean Shreffler-Grant, Associate Professor and Missoula Campus Director for Montana State University (MSU) Nursing program, agreed both programs could work together regarding availability of student clinical experiences in the Kalispell area (phone conversation May 17, 2005).

Jacque Dolberry, Director, Salish Kootenai College (SKC) Nursing program, expressed her support and stated that the FVCC Practical Nursing program would not have an effect on the SKC Nursing program.

Additionally, Hunt spoke to Kathleen Wankel, Program Director at Miles Community College Division of Nursing and Health Occupations. She stated students from the FVCC area do not apply to her program. She also reported the clinical sites used by FVCC will not overlap with the sites Miles Community College uses. A phone conversation with Cheryl Alt, Program Director at Great Falls College of Technology, verified the same support for the FVCC program.

In summary, the proposed FVCC Practical Nursing program will not negatively affect existing nursing programs sharing the same clinical sites nor will it impact the student populations of existing programs.

## National LPN Practice Analysis

Table 1. Employing Facilities		
Type of Facility/Organization	2003 (n=1001) %	2000 (n=920) %
Hospital	42.4	34.4
Long-term care	44.5	48
Community-based care	10.3	15.7
Other	2.9	1.9

Table 2. Employment Setting Characteristics		
Setting Characteristic	2003 (n=1001) %	2000 (n=920) %
<b>Number of Hospital or Nursing Home Beds</b>		
Under 100 beds	25.3	29.7
100-299 beds	40.7	45.4
300-499 beds	10.7	10.8
500 or more beds	7.9	8.4
Don't know	3.4	5.6
Work in nonhospital or nursing home setting*	12	
<b>Location of Employment Setting</b>		
Urban/metropolitan area	40.9	43.2
Suburban	29.8	27.1
Rural	29.4	29.6
<b>Population of Employment Setting</b>		
Less than 5,000*	8.3	
5,000 to 19,999	19.1	20.8^
20,000 to 49,999	15.3	19.5
50,000 to 99,999	11.8	15.5
100,000 to 500,000	12.6	9.7
Greater than 500,000	7.8	10.3
Don't know	25.2	24.2

\*Category not on 2000 survey

^20.8% < 20,000

<b>Table 3. Practice Settings</b>		
<b>Practice Setting*</b>	<b>2003 (n=1001) %</b>	<b>2000 (n=920) %</b>
Critical care (e.g., ICU, Ccu, step-down units, pediatric/neonatal intensive care, emergency department, postanesthesia recovery, etc.)	6.7	4.5
Medical/Surgical unit of any of its subspecialties	29.7	23.3
Pediatrics or nursery	3.7	5.4
Labor and delivery	0.5	1
Postpartum unit	1.7	2.5
Psychiatry or any of its subspecialties	4.2	2.7
Operating room, including outpatient surgery and surgicenters	0.3	0.2
Nursing home, skilled or intermediate care	43.7	47.6
Other long-term care (e.g., residential care, developmental disability/mental retardatio care, etc.)	7.3	5.9
Rehabilitation	7.8	4.6
Subacute unit	2.5	3.4
Transitional care unit	2.5	1.4
Physician's/dentist's office	5	7
Occupational health	0.3	0.3
Outpatient clinic	1.5	2.5
Home health, including visiting nurse associations	3.4	4.5
Public Health	0.5	0.4
Students/school health	0.1	0.7
Hospice care	2.9	1.2
Prison	0.7	0.9
Other	3.8	4.9

\*Survey participants could select more than one setting to describe their practices



March 29, 2005

Jane Karas, PhD, President  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Karas:

I wholeheartedly support Flathead Valley Community College's (FVCC's) efforts to establish a Practical Nursing program. This educational program will safeguard our healthcare system by providing well-educated and trained licensed practical nurses (LPNs). These professionals are needed to care for our growing aging population in long term care, assistive living and mental health facilities. Filling these positions with LPNs will allow more registered nurses to care for our critically ill patients.

As you know, it has been my goal to partner with FVCC to establish this Practical Nursing program. By working together, we have started programs in Paramedicine, Radiological Services and Surgery Technology. I would continue to support FVCC by providing the Practical Nursing students with clinical experiences at KRMC.

Students will have learning opportunities in the medicine, surgery, obstetrics and rehabilitation departments. In addition, students would be able to access clinical experiences for mental health training at Pathways Treatment Center, while long term care and geriatric clinicals may be provided at Brendan House Skilled Nursing facility. KRMC would provide excellent clinical experiences for FVCC practical nursing students. Further, I would collaborate to support our RN staff becoming preceptors.

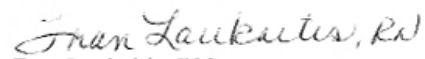
We are currently providing clinical experiences for nursing students from Montana State University and Salish Kootenai. After attending the first FVCC advisory board meeting regarding the Practical Nursing program, it was determined that FVCC students would utilize our facilities during different semesters than the other schools and possibly during evening hours. Statistics show that LPNs commonly work evening and night shifts. Therefore, this clinical model would serve the students' education and not interfere with other educational institutions receiving clinical education at KRMC.



I believe we can work together to provide potential faculty with continuing education workshops as well as support faculty in their professional development as they complete graduate work.

I look forward to serving on the advisory board for this program. I hope to hear that the Montana board of Nursing and the Montana Board of Regents grant program approval. Please contact me at (406) 752-1724 for further discussion of my sincere support of the FVCC Practical Nursing program.

Very truly yours,



Fran Laukaitis, RN  
Chief Nursing Officer



March 28, 2005

Jane Karas, PhD  
President  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Karas:

As the Human Resources Director at Northwest Healthcare, I enthusiastically support your efforts to start a Practical Nursing program. Healthcare continues to be challenged by a national nursing shortage.

The Flathead Valley is the perfect location for hiring LPNs. The majority of newly licensed practical nurses work in long-term care facilities or hospitals of 299 beds or less. This proposed program is highly welcomed as the Flathead Valley's population ages and will demand nurses to care for clients with stable, chronic illnesses.

Furthermore, this educational program will improve the employment opportunities for those living in this area and statewide. As an employer, I value the work of the practical nurse and understand how critical these professionals are to the healthcare system. I look forward to the partnership this program brings between Flathead Valley Community College and Northwest Healthcare. This partnership continues to assist us in providing a workforce that contributes to our staffing needs.

Please contact me at (406) 751-1760 when I can be of further assistance as you move forward with developing the Practical Nursing program.

Sincerely,

A handwritten signature in black ink that reads "Pat Wilson" with a stylized flourish at the end.

Pat Wilson, RN, MN, PHR  
Director, Human Resources



April 26, 2005

Jane Karas, PhD  
President  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Karas,

It is my pleasure to write this letter of support for the Flathead Valley Community College proposed Practical Nursing program. As a member of the advisory board, I am aware of the consensus regarding the need for such a program given the nursing shortage facing not only this county, but also the nation. It was thought that a program of this type would provide individuals an avenue into the nursing profession while addressing the current shortage of LPNs in long-term care and assistive living settings.

In addition, North Valley Hospital is willing to contribute equipment such as beds and wheelchairs to the student lab. When possible, North Valley Hospital is willing to provide clinical experience for the students as well. I would encourage FVCC to also look at funding additional clinical faculty for clinical sites as hospital resources for clinical oversight is at a minimum.

I look forward to the future success of this program. Please feel free to contact me at 863-3554 for further discussion or questions.

Sincerely,

Maura Fields, RN  
Assistant Administrator/Clinical Operations

**ST. JOHN'S**  
LUTHERAN HOSPITAL  
Excellent Healthcare Close To Home

April 29, 2005

Jane Karas, PhD  
President  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Karas:

I am the Director of Nursing at St. John's Lutheran Hospital in Libby. I have been in contact with Linda Hunt regarding the feasibility of offering an LPN program at Flathead Valley Community College (FVCC). I am very excited about this proposal!

I have staff that would love to be able to advance their careers at a local college. Most are mothers raising small children. They are unable to attend college in another town given the constraints of work and raising families. A program at the FVCC Libby Campus will allow these people to advance their careers while continuing to work and care for families.

Additionally, it is estimated that approximately 30% of each year's high school graduating class goes on to some kind of formal post-secondary education which does not require a four-year degree. This program would certainly attract a portion of those graduates, enabling them to affordably attend school close to home and keeping the education dollars in our community.

We have a great need for nursing personnel in our community. The proposal clearly shows that LPN's are most utilized in smaller facilities, rural areas, and with elderly populations, and we definitely meet all these criteria. St John's is a 25-bed critical access hospital, ninety miles from any larger hospitals. We also have Home Health, Libby Care Center (nursing home), multiple clinics in both Libby and Troy, and Public Health, all of which use LPN's and RN's.

There is a steady increase of retirees moving to our area. This adds to our already large and increasing population of elderly, with a number of these having specialized needs from asbestosis. Having the ability to offer an LPN program in our community will help us plan ahead to meet these needs.

We offer a wide range of clinic services at St. John's including med/surg, CCU, general surgery, OB, ER, chemotherapy, a sleep center, and a walk-in clinic. As such, we will be able to provide excellent clinical experiences and will be happy to do so.

I have concentrated on the benefits to our community, but obviously the benefits of this program would extend to our entire region and to the nursing profession as a whole. I strongly recommend this program to help our community and to provide a better future for our population.

Sincerely,



Jackie Hare, RNC  
Director of Nursing Services

---

350 Louisiana Avenue • Libby, Montana 59923  
(406) 293-0100 • FAX (406) 293-7931 • www.sjlh.com



We find a way.



To:  
Dr. Jane Karas  
777 Grandview Drive  
Kalispell, MT 59901

From:  
Kris Carlson, MBA, RN  
1117 South Main Street  
Kalispell, MT 59901  
406.755.4968

RE: Letter of support for LPN program at FVCC

Dear Jane,

This letter is written in support of the proposed Licensed Practical Nursing (LPN) program proposed by Flathead Valley Community College (FVCC). Our community is dependent on the needed professional, licensed clinicians for the healthcare of our area.

My business, Intrepid USA Healthcare Services, utilizes the *products* of such educational programs in many areas of our state. We provide in-home care, private duty nursing services, home health care, hospice services, and medical temporary staffing, for which all programs utilize LPN levels of training, as well as other medically trained personnel.

There are many alarming statistics depicting the needs for more educated healthcare persons. Montana's demographics are changing, as we are seeing more of the older populations. Many of Montana's nurses are of retirement age in the next few years. We look to the colleges to meet the needs within Montana.

Our company extends the welcome opportunity of providing many clinical sites for nursing students in home based care and hospice. Additionally, as the clinical coordinator of the Touch of Grace free medical clinic, we could provide community health nursing opportunities for students.

If you have thoughts or questions you would like to share, please do not hesitate to contact me. I do wish the best in this endeavor for our community and state.

Sincerely,

A handwritten signature in cursive script that reads "Kris Carlson".

Kris Carlson, MBA, RN  
Intrepid USA Healthcare Services  
Grace Hospice Project  
Touch of Grace Medical Clinic





March 28, 2005

Jane Karas, PhD  
President  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Karas:

This letter supports the continued affiliation between Flathead Valley Community College (FVCC) and Kalispell Regional Medical Center (KRMC). Because KRMC and FVCC have worked together to provide space and equipment for the Paramedicine, Surgical Technology and Radiological Technology programs, we have FVCC graduates who are now employed at KRMC.

KRMC continues assisting these programs and strongly supports FVCC starting a Practical Nursing program that will be located at KRMC. Dr. Linda Hunt, Director of Training for Health and Education Opportunity, and I have discussed available space for the Practical Nursing program's classrooms, lab, and faculty office space. Please see the attached diagram, which illustrates this space. KRMC is committed to providing this space to support this valuable program.

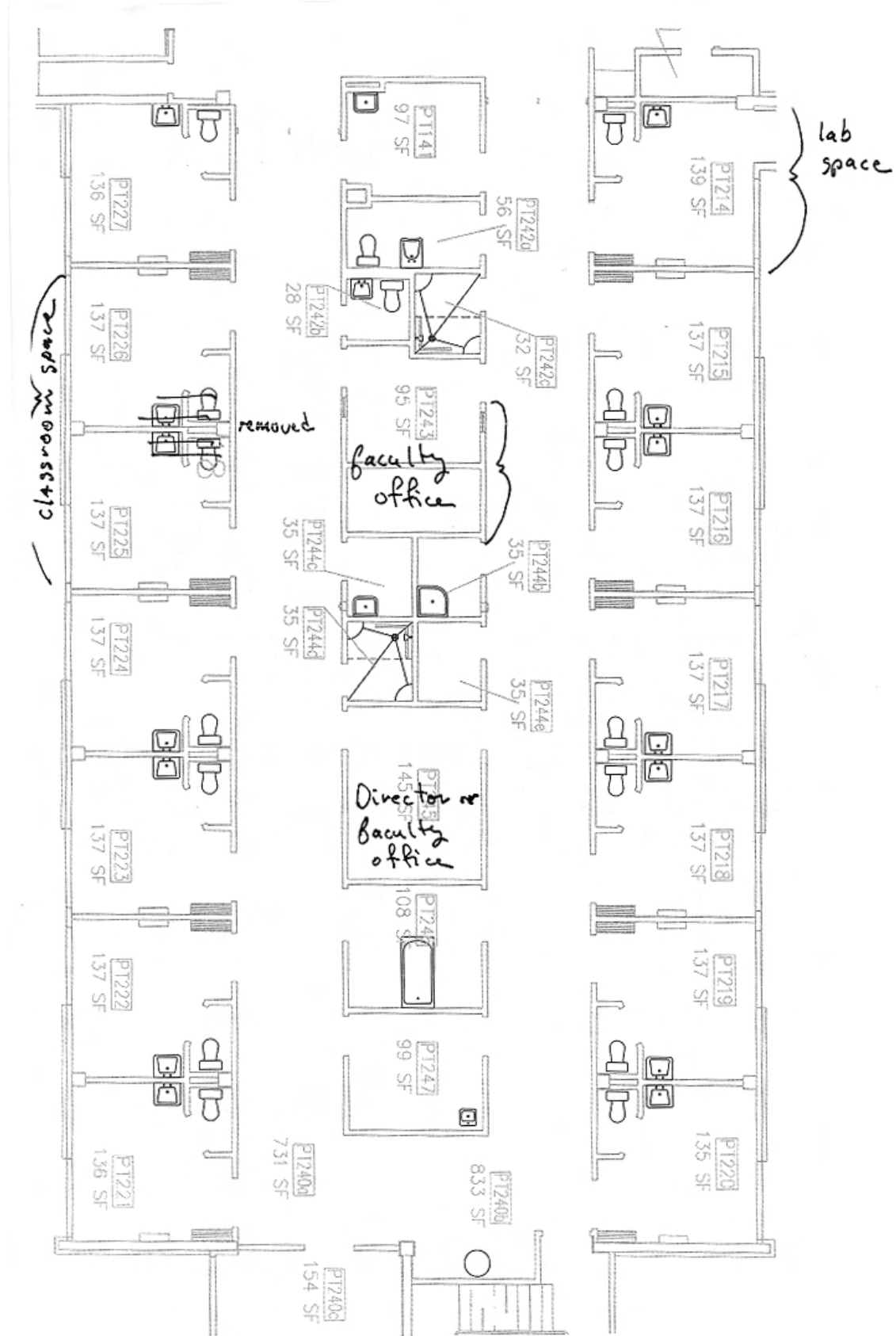
I urge the Montana Board of Nursing and the Montana Board of Regents to approve this joint venture of healthcare education between FVCC and KRMC. I look forward to hear that this program will begin in 2006.

If I can be of further help answering questions regarding KRMC's commitment to providing space for this program, please contact me at 406 752-1724. On behalf of KRMC, we look forward to our future working relationship with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Ted W. Hirsch".

Ted W. Hirsch  
Chief Operating Officer



## Practical Nursing Survey

“Flathead Valley Community College (FVCC) is researching the possibility of offering a Practical Nursing Program that would enable individuals to take the licensing exam and become Licensed Practical Nurses (LPN). Please answer these survey questions so that FVCC can document public interest in this program.”

### 1. Are you currently working in a health care field?

- |        |    |
|--------|----|
| a. Yes | 28 |
| b. No  | 38 |

### 2. If yes, what is your title?

- |                           |    |
|---------------------------|----|
| a. CNA                    | 19 |
| b. Hospital Volunteer     | 2  |
| c. Nursing Home Attendant | 1  |
| d. Dietary Aide           | 1  |
| e. Home Health Attendant  | 5  |

### 3. What is your interest in becoming a LPN though FVCC?

- |                                                         |    |
|---------------------------------------------------------|----|
| a. I am strongly interested and would pursue applying   | 38 |
| b. I am interested but would not be able to apply now.  | 6  |
| c. I am not sure what my interest is at this time.      | 8  |
| d. I am not interested in becoming an LPN through FVCC. | 25 |

### 4. If you are interested in becoming an LPN, would you prefer

- |                                      |    |
|--------------------------------------|----|
| a. Full-time enrollment in a program | 23 |
| b. Part-time enrollment in a program | 19 |

### 5. Would you be able to attend classes and clinicals?

- |                          |    |
|--------------------------|----|
| a. Anytime               | 19 |
| b. Only days             | 15 |
| c. Only evenings         | 9  |
| d. Only weekends         | 0  |
| e. Other: Please explain | 1  |

### 6. Would you be able to attend the program during the summer?

- |        |    |
|--------|----|
| a. Yes | 40 |
| b. No  | 4  |



**Any other comments that would be helpful as we design this program to meet your needs, please explain.**

- Great idea
- Expects it to be a very successful opportunity of FVCC and the surrounding communities
- Would need help with financial aid
- Flexibility for class times – work around work schedules/families
- Would like to see a lot of hands-on learning/experience
- If prerequisites are met, can they move through the program at an accelerated pace?
- Would like information on transferring courses already taken
- Possible transfers to other schools to pick up their RN degrees instead
- Would GPAs be the main requirement for selection process?
- Would like to see more CNA courses offered/developed

128-301-R0905 APPENDIX D

BUDGET ANALYSIS								
<b>Proposed Program: Practical Nursing Certificate Program</b>								
<b>Campus: Flathead Valley Community College</b>								
	Year 1		Year 2		Year 3		Year 4	Year 5
<b>Estimated ENROLLMENT</b>								
FTE Enrollment	10		35		35			
<b>Estimated Incremental REVENUE</b>								
Use of Current General Operating Funds	\$ 31,316.00		\$ 31,316.00		\$ 31,316.00			
State Funding for Enrollment Growth								
<b>Tuition Revenue</b>								
A. Gross Incremental Tuition Revenue			\$ 44,775.00		\$ 46,125.00			
B. Reductions to Incremental Tuition								
C. Net Tuition Revenue (A-B)	-		44,775.00		46,125.00			
Program/Course Fees			2,450.00		2,450.00			
External Funds								
Other Funds (Equipment Fees)	9,500.00							
<b>TOTAL</b>	\$ 40,816.00		\$ 78,541.00		\$ 79,891.00			
<b>Estimated Incremental EXPENDITURES</b>								
	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>Cost</b>	<b>FTE</b>	<b>FTE</b>
<b>Personal Services</b>								
Faculty	0.5	\$31,316.00	1.25	\$ 70,068.00	1.25	\$ 71,220.00		
<b>Estimated Revenues Over/(Under) Expenditures</b>	\$ -		\$ 1,323.00		\$ 1,521.00			



College of Technology  
The University of Montana  
909 South Avenue West  
Missoula, Montana 59801-7910

Phone: (406) 243-7811  
FAX: (406) 243-7899

May 11, 2005

Jane Karas, PhD  
President  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Karas:

This letter supports Flathead Valley Community College's (FVCC's) proposal to establish a Practical Nursing program. The five current Practical Nursing programs are undergoing changes that may result in fewer graduates, at a time when a shortage of nurses appears imminent. The addition of ten more licensed practitioners will not completely solve that shortage, but it is a positive effort. In addition, only a small number of graduates from the University of Montana-Missoula, College of Technology program have sought employment in northwest Montana, leaving the Flathead Valley employers without ready access to a pool of Licensed Practical Nurses (LPNs).

This proposed program does not appear to negatively impact the nursing programs in Missoula. There is no proposal to utilize clinical sites in Missoula, which is already a congested clinical area. There appears to be a pool of individuals interested in being faculty members, which also does no harm to current programs by attempting to entice faculty to leave and come to FVCC.

The FVCC proposal is presented as an effort to allow employers access to a pool of LPNs which then allows the Registered Nurses in the community to function in the most appropriate roles for their licensure level. The proposal recognizes the need to prepare graduates for entry level nursing practice, at the same time as there is a need to prepare those graduates to continue their education if they choose. This is consistent with the curriculum revisions being proposed by the five current practical nursing programs.

This proposal is solidly in line with activities in nursing education state-wide. It recognizes a need in the area, and very appropriately presents solutions. It does not appear to negatively impact other programs. I would encourage the Montana Board of Nursing and the Montana Board of Regents to grant approval to this program.

Sincerely,

Margaret Wafstet, MN, RN  
Practical Nursing Program Director  
College of Technology

MW:su



**College of Nursing**

<b>Main Campus</b>	<b>Billings Campus</b>	<b>Great Falls Campus</b>	<b>Missoula Campus MB2961</b>
Sherrick Hall	1500 University Drive	400 15th Ave. South, Suite 106	32 Campus Drive #7416
P.O. Box 173560	MSU-Billings Campus Box 574	Great Falls, MT 59405	Missoula, MT 59812-7416
Bozeman, MT 59717-3560	Billings, MT 59101	Phone (406) 771-4450	Phone (406) 243-6515
Phone (406) 994-3783	Phone (406) 657-2912	Fax (406) 771-4449	Fax (406) 243-5745
Fax (406) 994-6020	Fax (406) 657-1715		

***Making Montana healthier through excellence in Nursing Education.***

May 10, 2005

Linda Hunt, PhD, OTR  
Director, Training for Health and Education Opportunities  
Flathead Valley Community College  
777 Grandview Drive  
Kalispell, MT 59901

Dear Dr. Hunt:

Thank you for sharing the study conducted by Flathead Valley Community College to determine the feasibility of establishing a Practical Nursing Program. There is definitely a need for additional Licensed Practical Nurses. The program, as you describe it, should not impact our ability to continue with the Montana State University-Bozeman offerings in the Kalispell area. The clinical areas of greatest concern are the specialty areas of pediatrics, obstetrics and psychiatric nursing. If you place your students in these settings in the summer, we should not be in competition.

Sincerely,

A handwritten signature in cursive script, appearing to read "E. Nichols".

Elizabeth G. Nichols, DNS, RN, FAAN  
Dean and Professor

September 23-24, 2004

**ITEM 128-112-R0905**                      **Revision to the Montana  
Family Education Savings Program**

**THAT:**                                      Board of Regents Policy 950.2 –  
Montana Family Education Savings Program is amended to  
include the revisions to reflect and implement recent legislation  
( SB 432, Ch. 549, L. 2005) changing Montana law relating to the  
Montana Family Education Savings Program to comply with  
certain federal securities law requirements.

**EXPLANATION:**                              Under old law, MFESP accounts  
were offered by College Savings Bank, as program manager, or  
Pacific Funds, as investment manager. The accounts were  
technically participating trusts or trust accounts under a trust  
established by College Savings Trust and the Board of Regents.  
College Savings Trust, as trustee, played a nondiscretionary role.

The new law establishes the “family education savings trust” (the  
“trust”) as an instrumentality of the state. The Board of Regents  
is the trustee of the trust. The trust consists of participating trusts  
with each participating trust corresponding to a “program  
account.” In accordance with instructions from account owners,  
the trustee invests the funds deposited in each participating trust  
in permitted investment products. Thus, when the new rules  
become effective, existing accounts will be bifurcated. The  
account owner will become the owner of a participating trust or  
“program account.” The funds in each program account will be  
invested in a corresponding investment account with College  
Savings Bank or the Pacific Funds. The trustee will be treated as  
the “issuer” of the program accounts and will hold title to the  
investment accounts.

The new law requires that payments to the trust for participation  
in the program be made by account owners pursuant to  
“participating trust agreements.” The Board of Regents, as  
trustee and administrator of the program, and the account owner  
are the parties to a participating trust agreement, which creates a  
trust interest in the trust and provides for participation in the  
program.

**ITEM 128-112-R0905**

**TO:** Board of Regents  
**FROM:** Cathy Swift  
**RE:** Montana Family Education Savings Program  
**DATE:** Sept. 9, 2005

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Pursuant to legislation proposed by OCHE and carried by Sen. John Brueggeman (SB 432), the 2005 Legislature enacted changes to the Montana Family Education Savings Program. The changes resulted from an SEC interpretation that college savings accounts are securities subject to the regulation of the SEC unless the accounts are issued by a governmental issuer. Following the lead of other similarly-situated states, Montana amended the MFESP to make the family education savings trust an instrumentality of state law, thereby qualifying it for the SEC's municipal securities exemption.

Under the revised law, the Board of Regents is made the trustee and administrator of the trust, which consists of participating trusts, each of which corresponds to a "program account." Payments to the trust are made by account owners pursuant to participating trust agreements between the account owners and the Board of Regents as trustee.

The new law is effective October 1, 2005 for new accounts. Between October 1 and December 31, 2005, old accounts may be converted to the new structure. Old accounts not converted voluntarily by December 31, 2005, are transferred to the new structure on that date. While the new law makes changes in the form of the program, it will not greatly affect operations. Account owners will continue to work directly with the program manager (College Savings Bank) and the investment manager (Pacific Funds), which will accept contributions and make distributions on behalf of the trust.

The law gives the Regents greater involvement and responsibility in the program. The Board is now the issuer of the accounts and the offering documents must now be written in the name of the trust. Changes have been proposed to the existing Regents' policy to reflect this new structure. Numerous definitional provisions and other terms have been changed to reflect the new structure and terminology. The major substantive changes are those incorporating the Regents new authority and responsibility over the trust, the actions of the program managers, and the offering documents. In addition, the new policy addresses the termination and nonrenewal of a contract with a manager and provides for the transition of old accounts to the new system. Under the policy, the Board of Regents retains authority over the selection of the program and investment managers and the determination of the investment products to be offered. The policy delegates the authority to approve documents to be used in connection with the program to the Commissioner of Higher Education or her delegee. The policy also allows the Commissioner to authorize the investment manager or program manager to make certain ministerial changes to the documents, including clerical or technical changes.

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION**  
**Policy and Procedures Manual**

SUBJECT: FINANCIAL AFFAIRS

Policy 950.2 - Montana Family Education Savings Program

*Proposed revisions September 2005*

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**I. Board Policy:**

The Family Education Savings Program is established in recognition that the general welfare and well-being of the State of Montana are directly related to the educational levels and skills of its citizens. The Family Education Savings Program is intended to encourage and make possible the attainment of an accessible, affordable postsecondary education by the greatest number of citizens through a savings program.

**II. Definitions:**

A. The following definitions apply for purposes of this policy:

1. "Account" means an interest in a trust or fund, a brokerage or savings account, or any other account for which separate records are maintained.
2. "Account owner" means the person who enters into a participating trust agreement and who is designated at the time a program account is opened as having the right to withdraw moneys from the account before the account is disbursed to or for the benefit of the designated beneficiary. The account owner may be an individual serving as a qualified custodian under a Uniform Transfers or Gifts to Minors Act, in which case the minor must be the designated beneficiary and the designated beneficiary will be treated as the account owner upon termination of the custodianship.
3. "Act" means the "Family Education Savings Act," Ch. 540, L. 1997 as amended by Ch. 468, L. 2001, and Ch. 549, L. 2005.
4. "Application fee" means the application fee charged pursuant to section III(A)(1) of this policy.
5. "Board" means the Board of Regents of Higher Education established by Article X, section 9, subsection (2) of the Montana constitution and 2-15-1505, MCA. References to the Board may be to the Board in its capacity as administrator of the program, in its capacity as trustee, or in both capacities.
6. "Cash" means currency, bills and coins in circulation. Cash deposits may be made in cash or by an automatic transfer from a bank account; a personal, cashier's or traveler's check; money order; payroll deposit; wire transfer; credit card or other similar method acceptable to the manager.
7. "Code" means the federal Internal Revenue Code of 1986 (Title 26 of the United States Code), as amended from time to time. References to Code sections are to sections as they may be amended from time to time, or if section numbers are changed, the corresponding provisions of the relevant

section. Definitions cross referenced to definitions in the Internal Revenue Code shall be deemed to include any regulations and rulings issued by the Internal Revenue Service interpreting such definitions.

8. "Committee" means the Family Education Savings Program Oversight Committee described in 20-25-901, MCA.

9. "Designated beneficiary" means with respect to a program account, the individual designated at the time the account is opened as the individual whose qualified higher education expenses are expected to be paid from the account or, if the designated beneficiary is replaced in accordance with 15-62-202, MCA, the replacement beneficiary. The designated beneficiary of a scholarship account may be selected at any time after the account is opened.

10. "Disclosure statement" means the disclosure document prepared by a manager or investment manager in accordance with section III(H) of this policy.

11. "Higher education institution" means an eligible educational institution as defined in section 529(e)(5) of the Code.

12. "Investment account" means an account with an investment manager in which or through which a program account is invested.

13. "Investment products" means financial products held for investment including, without limitation, certificates of deposit, savings accounts paying fixed or variable interest, financial instruments, one or more mutual funds, and a mix of mutual funds.

14. "Investment manager" means an investment adviser, trustee, transfer agent, mutual fund, or other person responsible for administering investments in one or more classes of investments as provided in section III(J) of this policy. Such term includes where the context requires agents and affiliates of an investment manager.

15. "Manager" means a program manager selected pursuant to 15-62-203, MCA, including any affiliate of the manager approved to fulfill some of the functions of a manager.

16. "Member of the family" means a person with a relationship to another person that is described in section 529(e)(2) of the Code.

17. "Nonqualified withdrawal" means a change in designated beneficiary of a program account other than as permitted by section III(G) of this policy or any distribution from an account other than one of the following:

- a. a qualified withdrawal;
- b. a withdrawal made on account of the death or disability of the designated beneficiary; or
- c. a withdrawal made on account of a scholarship (or allowance or payment described in section 135(d)(1)(B) or (C) of the Code) received by a designated beneficiary, but only to the extent of the amount of the scholarship.

18. "Participating trust agreement" means an agreement between the Board, as trustee and administrator of the program, and the account owner that creates a trust interest in the trust and provides for participation in the program.



19. "Penalty" means a penalty on all earnings in each account distributed as part of any nonqualified withdrawal. Such penalty shall be ten percent (10%) of the earnings withdrawn unless subsequent regulations or pronouncements by the Internal Revenue Service require a higher penalty for the program to qualify as a qualified state tuition program under section 529 of the Code. The portion of any distribution treated as distributed earnings shall be determined in accordance with the requirements of section 529 of the Code.

20. "Program" means the Family Education Savings Program established pursuant to the Act.

21. "Program account" means an individual participating trust account established pursuant to the program.

22. "Qualified higher education expenses" means qualified higher education expenses as defined in section 529(e)(3) of the Code, which term includes the cost of tuition and fees required for enrollment or attendance of a designated beneficiary at a higher education institution, reasonable costs of room and board (to the extent described in Section 529(e)(3) of the Code) incurred by a designated beneficiary who is an eligible student (as defined in section 25A(b)(3) of the Code) while attending such institution, and the costs of books, supplies and equipment required for attendance of a designated beneficiary at a higher education institution. The term as applied to any program account shall not include with respect to the account any expenses incurred before the date on which the account is opened.

23. "Qualified state tuition program" means a "qualified State tuition program" as defined in section 529 of the Code as in effect before the effective date of amendments made by the Economic Growth and Tax Relief Reconciliation Act of 2001 or a "qualified tuition program" as defined in section 529 of the Code as in effect after such effective date.

24. "Qualified withdrawal" means a distribution from a program account to pay the qualified higher education expenses of the designated beneficiary of the account incurred in the calendar year of distribution, but only if the distribution is made in accordance with this policy.

25. "Scholarship" has such meaning as given to such term for purposes of section 529(b)(3)(C) of the Code (as in effect before the enactment of the Economic Growth and Tax Relief Reconciliation Act of 2001). Scholarship includes any allowance or payment described in section 135(d)(1)(B) or (C) of the Code.

26. "Scholarship account" means a program account opened by a state or local government or an organization exempt from federal income tax under section 501(c)(3) of the Code without a designated beneficiary as permitted by 15-62-201(15), MCA.

27. "Section 529 accounts" means with respect to a designated beneficiary all accounts under a qualified state tuition program of which the designated beneficiary is a designated beneficiary and all tuition credits or certificates of which the designated beneficiary is a designated beneficiary under a qualified state tuition program.

28. "Trust" means the family education savings trust established by Ch. 549, L. 2005.

29. "Trustee" means the Board in its capacity as trustee of the trust.

30. "Trust interest" means an account owner's interest in the trust created by a participating trust agreement and held for the benefit of a designated beneficiary.

31. "Withdrawal" means a withdrawal or distribution from a program account. The terms "withdrawal" and "distribution" are used interchangeably in this policy.

**III. Procedures:****A. Fees**

1. Application Fee. There shall be no application fee for opening a new program account.
2. Change in Designated Beneficiary. The first change of the designated beneficiary of an account shall be without charge. A manager or investment manager may impose a fee of up to \$50 on a subsequent change of a designated beneficiary of an account. The fee shall be waived in the case of the change of designated beneficiary by reason of the death of the designated beneficiary.
3. Change of Account Owner. The first change of account owner shall be without charge. A manager or investment manager may impose a fee of up to \$50 on a subsequent change of the account owner.
4. Annual Fees. The manager or an investment manager may impose annual account maintenance fees of up to \$25 for some or all accounts.
5. Use of Fees. Any fees collected under these provisions and remitted to the Board shall be placed in a state special revenue account and shall only be used for costs of program administration, scholarships, and other uses as specifically directed by the Board.

**B. Duties of Manager**

1. Each manager shall do the following:
  - a. Generally administer and carry out the program according to the directions and policies of the Board, the Act and this policy.
  - b. Keep adequate records of each investment account that is under its direction and each program account that corresponds to an investment account under its direction, keep each such account segregated from each other account and post contributions to accounts within no later than the business day that it receives verification that such contributions consist of fully collected funds.
  - c. Provide the Board and all appropriate governmental and regulatory agencies all reports and information as may be required or deemed necessary to obtain tax advantages available under state or federal laws.
  - d. Provide regular statements at least annually, within 31 days of the annual period to which they apply, to each account owner showing all contributions, withdrawals, and earnings posted to each program account (and corresponding investment account) during the previous reporting period.
  - e. Upon request, provide a copy of its annual audited statement of financial condition to an account owner.
  - f. Comply with the terms and conditions of its contract with the Board.
  - g. Take all action required to keep the program in compliance with the requirements of the Act and all reasonable action not contrary to the

Act, these rules or the depository or manager's contract to manage the program so that it is treated as a qualified State tuition program under section 529 of the Code.

h. Comply with all other laws and regulations applicable to the manager.

i. Retain or provide copies to the Board of all applications and certifications received pursuant to these rules.

### **C. Opening of Accounts; Qualifications**

1. Procedures for Opening an Account. An account owner may open a program account by entering into a participating trust agreement and making an initial deposit.

2. Eligible Owners. An account owner may be a resident of any state. A program account may be opened as a custodianship account under the Uniform Transfer to Minors Act. Spouses may jointly own a program account. The account owner need not be an individual. Subject to statutory provisions relating to accounts held in the name of minors, the owner may also be the designated beneficiary.

3. Designated Beneficiary. A designated beneficiary may be a resident of any state. There shall be no restrictions based upon the age of the designated beneficiary, or any required relationship between the account owner and the designated beneficiary.

4. Multiple Accounts. There is no limit on the number of program accounts that may be opened for a designated beneficiary by different account owners.

5. Application -- General Requirements. The participating trust agreement, or a program account application that accompanies a participating trust agreement, will require the applicant, who must be the account owner, to:

a. provide the name, address, telephone number and social security number (or taxpayer identification number) of the account owner and, if different, the initial contributor;

b. except as provided in 15-62-201(15), MCA (relating to scholarship accounts), designate a beneficiary whose qualified higher education expenses are expected to be paid with the account;

c. provide the address, date of birth, and social security number of the designated beneficiary;

d. certify that the applicant intends to use the program account solely to save to pay the qualified higher education expenses of the designated beneficiary and that to the best of the applicant's knowledge the initial contribution to the account when added to the value of all other section 529 accounts of the designated beneficiary will not exceed the lesser of the account balance limit described in section III(E)(4) of this policy or the cost in current dollars of qualified higher education expenses that the owner reasonably anticipates the designated beneficiary will incur;

e. certify that if at any time the account balance when added to the value of all other section 529 accounts of the designated beneficiary of

which the account owner has knowledge exceeds the qualified higher education expenses that the account owner reasonably anticipates the designated beneficiary may incur, the account owner will promptly withdraw the excess from one of the accounts;

f. if more than one type of investment account is offered, designate the investment manager and type of investment account in which the funds of the program account should be invested (unless the investment manager and/or the type of investment account are pre-designated on the form used).

g. sign the application.

6. Application -- Supplementary. A manager or investment manager of an investment account into which or through which the funds of a program account will be invested may require an applicant to include in an application for opening an account such additional information as the manager or investment manager may reasonably need to invest and manage the program account or investment account.

7. Disclosure. Each account owner shall be sent a copy of the disclosure statement before the account owner makes a first deposit or within 10 business days of the receipt of the first deposit. The manager or investment manager should make the disclosure statement readily available to prospective account owners.

#### **D. Status of Accounts; Investment Direction**

1. Trust. All program accounts established under the program shall be held in a revocable trust by the trustee. Each program account shall be a separate participating trust. Program accounts shall not be commingled. The assets of one program account shall not be available to meet liabilities associated with another program account.

2. Investment Accounts. Investment accounts shall be designated in the books and records of the manager or investment manager as owned by the trust for the benefit of the account owner. The designated beneficiary shall also be reflected in the records for each investment account.

3. No Investment Direction. In accordance with 15-62-201(10), MCA, no contributor to, owner of, or designated beneficiary of a program account may directly or indirectly direct the investment of any contributions to the account or any earnings thereon. The limitations in the preceding sentence shall be interpreted in a manner consistent with the Internal Revenue Service's interpretation of the corresponding provision in section 529 of the Code. One or more types of investment accounts may be opened with respect to a designated beneficiary. Amounts deposited in a program account may be invested in or through an investment account of a particular type only in accordance with the disclosure statement prepared by the manager or investment manager and applicable to the program accounts of that type. A manager or investment manager shall not permit an owner to move funds, once deposited, that in any way would result in investment direction under section 529(b)(5) of the Code (section 529(b)(6) of the Code after the amendments made by the Economic Growth and Tax Relief Reconciliation Act of 2001 become effective).

4. Pledge, Security for a Loan. Neither an account owner nor a designated beneficiary may pledge his or her interest in a program account as security for a loan or for any other purpose. Any pledge if so made shall be void and ineffective and shall not be honored by a manager, investment manager, or any trustee or subtrustee of an account.

5. Interest in Account Subject to Program Rules. The interest of any account owner or designated beneficiary in a program account is subject to the Act and these rules, including, without limitation, the authority of the Board to require that a penalty for a nonqualified withdrawal be paid from the program account and the authority of the Board to change depositories.

#### **E. Contributions and Limits**

1. Who May Contribute. Subject to the limitations of this section, any person, including a nonresident of Montana and an individual who is not the account owner, may make a contribution to a program account.

2. Contributions in Cash; Checks. All contributions to program accounts must be in cash. A manager or investment manager, as agent of the trustee, may accept checks payable to the order of the manager or investment manager (or to an agent of the manager or investment manager) if accompanied by appropriate information about the deposit or checks payable to the order of the account owner if endorsed over to the manager or investment manager (or to an agent of the manager or investment manager) for deposit into a program account.

3. Payroll Deduction Plans. Contributions may be made pursuant to payroll deduction plans to which the account owner and his or her employer are parties. In such case, the employer (on behalf of the account owner) will send the contribution to the manager or investment manager (or to an agent of the manager or investment manager), as agent for trustee.

#### 4. Contribution Limits

a. No person shall make a contribution to a program account for a designated beneficiary if the contribution would cause the sum of the value of all section 529 accounts of which the designated beneficiary is a designated beneficiary to exceed the account balance limit described in section III(E)(4)(c) of this policy.

b. No manager or investment manager, as agent of the trustee, shall accept for deposit in any program account a deposit if the contribution would cause the sum of the value of all corresponding investment accounts being managed by the manager or the investment manager for which the designated beneficiary is a designated beneficiary to exceed the contribution limit described in section III(E)(4)(c) of this policy.

c. The account balance limit shall be equal to the lesser of:

i. the amount, if any, prescribed by the Internal Revenue Service as the account balance limit for a program to qualify as a qualified state tuition program under section 529 of the Code,

ii. the product (rounded down to the nearest multiple of \$1,000) of 7 and the enrollment weighted average 1 year's undergraduate tuition, fees, room and board at the ten independent 4-year higher education institutions included in the College Board's Independent College 500 Index which have the largest total direct charges (with total direct charges determined for each institution by multiplying the school's undergraduate enrollment by

the reported tuition, fees, room and board for an on-campus student at such institution).

d. If the Board determines that the program account balance limits described in section III(E)(4)(c) of this policy have been exceeded with respect to any designated beneficiary by reason of contributions to section 529 accounts, it shall notify the designated beneficiary and the account owners of all program accounts of which the designated beneficiary is the designated beneficiary. The account owners shall have 60 days after receipt of such notice to reduce the balances of section 529 accounts for the designated beneficiary through distributions and/or changes in beneficiaries. If no such action is taken, the Board will disqualify such accounts in reverse order of their opening until the balance limit ceases to be exceeded.

#### **F. Distributions from Program Accounts, Penalties**

1. Authority to Withdraw Funds. An account owner may seek to withdraw funds from a program account at any time. All withdrawals shall be deemed to be nonqualified withdrawals unless the account owner complies with section III(F)(2) of this policy. The designated beneficiary of a program account shall not have any authority to withdraw funds from an account unless (i) the designated beneficiary is also the account owner or (ii) the account is a trust and the trust instrument gives the designated beneficiary such right upon matriculation or upon incurring qualified higher education expenses.

2. Role of Managers and Investment Managers. Managers and investment managers, as agents of the trustee and subject to the direction of the trustee, shall handle and process requests for withdrawals from program accounts for which the corresponding investment accounts are invested by or through the manager or investment manager.

3. Advanced Notice. A manager or investment manager shall not be required to distribute funds that an account owner seeks to withdraw until the 60th day following receipt of a written request for a distribution. The provision shall not prohibit the manager or an investment manager from allowing a more rapid distribution that is not in violation of the next sentence. If the Board by notice to a manager has required the manager to send request for qualified withdrawals to the Board for verification, the Board will verify (or reject) the request within 30 days of receipt of the request and no distribution shall be made until verification (or rejection) is received by the manager.

4. Requirements for Qualified Withdrawals.

a. To make a qualified withdrawal from a program account, the account owner (or the legal representative of the account owner or, if the account is a revocable trust and the trust instrument gives the designated beneficiary such right, the designated beneficiary) must complete a certification on a form approved by the Board declaring that the funds (i) are being withdrawn to reimburse the account owner or designated beneficiary for qualified higher education expenses incurred during the taxable year or (ii) are being withdrawn to pay qualified higher education expenses of the designated beneficiary that are payable to a higher education institution and the amount withdrawn is paid directly to such institution or to the institution for the account of the designated beneficiary. The original signed version of the certification shall be sent to the manager or applicable investment manager.

b. The qualified withdrawal form shall require that some form of verification (such as a document from a higher education institution confirming attendance or a tuition bill) be attached to the form. Requests for withdrawals to cover room, board, books, supplies, and equipment in excess of \$500 per calendar year must be accompanied by (i) a statement from the designated beneficiary stating where the designated beneficiary will reside while attending the higher education institution (at home, in the institution's housing, or off campus) and whether the designated beneficiary has any dependents and (ii) a statement from the higher education institution attended by the designated beneficiary (or relevant pages from the most recent catalog of such institution) showing, as the case may be, the cost of room and board for on-campus students at such institution or a description of the books, supplies, and equipment necessary for attendance at the institution.

c. The qualified withdrawal form may require other forms of verification of use of funds if (i) the manager or investment manager determines that such verification is necessary for the program to meet any safe-harbor provisions for qualifying as a qualified state tuition program under any temporary or final regulations or other guidelines proposed or promulgated by the United States Department of the Treasury and/or the Internal Revenue Service and (ii) the Board approves such other forms of verification.

d. If an individual provides a certification described in section III(F)(4)(a) of this policy and the verification described in section III(F)(4)(b) of this policy but not all of the verification described in section III(F)(4)(c) of this policy, the individual shall be required to leave on deposit in the account an amount equal to the penalty that would apply if such withdrawal (and all other prior withdrawals to which this section III(F)(4)(d) applies and for which full verification has not been provided or a penalty has not been paid) were treated as a nonqualified withdrawal. If the manager or applicable investment manager does not receive the required verification within 30 days of such withdrawal (or such longer period as may be permitted under any applicable or potentially applicable safe harbor provisions under proposed, temporary or final Treasury Regulations or other guidance from the Internal Revenue Service), such withdrawal shall be treated as a nonqualified withdrawal and the penalty shall be paid from the account balance to the Board.

e. A withdrawal for a qualified withdrawal must be made by check or wire transfer payable to the designated beneficiary or to a higher education institution. The Board may approve qualified withdrawal forms that require that withdrawals for tuition and for room or board provided by a higher education institution be made payable to the higher education institution for the account of the designated beneficiary.

##### 5. Special Withdrawal Requests.

a. A request for a withdrawal on account of the death or disability of the designated beneficiary must be accompanied by a certificate signed by the account owner or legal representative of the account owner stating that the designated beneficiary has died or is disabled. The certificate must be accompanied by a death certificate, other third-party confirmation of death, or in the case of a disability, by evidence that the

Social Security Administration or other government agency has determined that the designated beneficiary is disabled or a certification from a licensed physician that the designated beneficiary is permanently disabled. Funds deposited after a designated beneficiary died or became disabled, and earnings thereon, may not be withdrawn pursuant to this section III(F)(5)(a).

b. A request for withdrawal on account of a scholarship must be accompanied by a certificate signed by the account owner or designated beneficiary stating that the designated beneficiary has received a scholarship (or the equivalent, such as admission to a military academy), the amount of the scholarship, and the amount of other withdrawals from section 529 accounts on account of such scholarship. The certificate must be accompanied by a copy of the formal notification of the scholarship or the scholarship check. Funds deposited after the designated beneficiary applied for the scholarship (and earnings thereon) or after the designated beneficiary learned that he or she would be awarded the scholarship may not be withdrawn "on account of scholarship."

6. Nondesignated Withdrawal Requests. If a manager or an investment manager receives a request for a withdrawal that is not designated on the withdrawal slip or form as a request for a nonqualified withdrawal and is not accompanied by a properly completed certification described in section III(F)(4) or (5) of this policy, the manager or investment manager shall promptly send the account owner a notice requesting that the account owner designate the withdrawal as a nonqualified withdrawal or provide the required certification for a qualified withdrawal or a special withdrawal described in section III(F)(5). The manager or investment manager shall not act on the withdrawal request until a designation or certification is received. A nonqualified withdrawal shall be made by check payable to the account owner or at the account owner's direction to the designated beneficiary.

7. Penalty on Nonqualified Withdrawal. If an account owner has designated a withdrawal as a nonqualified withdrawal, the manager or applicable investment manager shall calculate the amount of the penalty and the manager or applicable investment manager shall withhold the penalty from the withdrawal.

8. Improper Certification. If a manager or investment manager has reason to believe that any withdrawal that an account owner certified was a qualified withdrawal was not a qualified withdrawal, the manager shall report that fact to the Board and the account owner, and the manager or investment manager shall report that fact to the designated beneficiary within 30 days of receipt of the information creating such belief. The notice shall be in writing and include the name of the account owner, the designated beneficiary, the date of the withdrawal, the amount of the withdrawal and a brief description as to why the manager or investment manager believes the withdrawal to be a nonqualified withdrawal.

9. Obligation of Account Owner. An account owner who withdraws funds from a program account in a withdrawal that the account owner certifies was a qualified withdrawal shall have an obligation to determine that such withdrawal was a qualified withdrawal. If the account owner determines that a withdrawal that it certified as a qualified withdrawal was in whole or part a nonqualified withdrawal, it shall advise the Board in writing and pay any penalties required as the result of such withdrawal by April 15 of the year following the year of the withdrawal. Penalties for perjury may apply to a certification under section III(F) that an individual knew was false when made.

10. Assessment of Penalty by Manager. If the manager or an investment manager determines that a withdrawal is in whole or part a nonqualified withdrawal and a penalty was not withheld, the manager or investment manager shall give written notice to the account owner and the designated beneficiary that the withdrawal has been determined to be in whole or part a nonqualified withdrawal, the



amount of the nonqualified withdrawal and that a penalty will be assessed on the earnings withdrawn as part of the nonqualified withdrawal. The account owner may dispute the manager's or investment manager's determination by submitting written notice in accordance with Board of Regents Policy # 203.5.2. (Any penalty finally assessed pursuant to this subsection shall be paid within 30 days of notice of final decision.) If such amount is not paid by the account owner on a timely basis, the Board may direct that the penalty be paid out of the remaining balance in the account, if any.

11. Termination of Accounts by Board. The Board may terminate a program account at any time if it determines after due inquiry and notice that (i) the adult (age 18 or over) designated beneficiary of the account does not intend to attend an eligible institution or (ii) the account owner has changed designated beneficiaries of a program account primarily to avoid or significantly defer federal or state income tax. Upon termination of a program account, the manager or investment manager shall liquidate the investments in the corresponding investment account and distribute the balance of the program account to the account owner (after withholding any applicable penalty) in a nonqualified withdrawal.

12. Verification of Withdrawal Requests. The Board may independently verify, on a regular or random basis, withdrawal documentation submitted by an account owner or designated beneficiary in accordance with section III(F)(4).

13. Termination of Provisions.

a. Section III(F)(7) shall not apply to, and no penalty shall be imposed under this section III(F) with respect to, any nonqualified withdrawal made after December 31, 2001.

b. Section III(F)(1), Section III(F)(3) through (6) and section III(F)(8) through (10) shall not apply to withdrawals or requests for withdrawals after December 31, 2001, except:

i. The first sentence of section III(F)(1) and the first sentence of section III(F)(3) shall continue to apply.

ii. Provisions of the deleted material shall continue to apply to the extent that the Board or manager determines that they should continue to apply to enable the Board and the manager to comply with section III(I)(1)(b).

iii. Provisions of the deleted material shall continue to apply to withdrawals from accounts owned by Montana taxpayers to the extent required by the department of revenue to facilitate payment of the recapture tax under Ch. 468, L. 2001.

c. Section III(F)(13)(a) and (b) shall not apply at any time at which section 529 requires a qualified state tuition program to impose more than a de minimis penalty on nonqualified withdrawals.

14. Termination of Accounts by Manager or Investment Manager.

a. A manager or investment manager may terminate an account if the balance or fair market value of the investment account is less than the amount of the minimum deposit (for a deposit by check) for

that type of account, as approved by the Board, and the balance or fair market value has been less such amount for a period of at least six months.

b. Before terminating an investment account pursuant to Section III(F)(14), the manager or investment manager shall give the account owner of the corresponding program account 30 days advance written notice of the intent to terminate. Such notice shall advise the account owner of the account owner's options, including options to rollover the account into another account for the same designated beneficiary under the program or another state's section 529 program, to increase the balance of the account, or to voluntarily terminate the account. The notice shall also advise the account owner of the possible adverse tax consequences of terminating the account.

### **G. Changes in Designated Beneficiaries and Account Owners**

1. Procedure for Change in Designated Beneficiaries. An account owner may change a designated beneficiary by submitting to the trustee (through the manager or investment manager) a request to change the beneficiary accompanied by a check for the fee for changing designated beneficiaries. The request to change a beneficiary shall be accompanied by the name, address, social security number, and date of birth of the new designated beneficiary and a statement describing the relationship between the new designated beneficiary and the old designated beneficiary. The trustee reserves the right to determine that the new designated beneficiary is not an eligible replacement designated beneficiary. If the trustee makes such determination, the trustee shall notify the manager or investment manager and the change back to the prior designated beneficiary shall be effective upon the manager's or investment manager's receipt of the preceding information. If a designated beneficiary dies and a new designated beneficiary is not designated within 60 days, the balance of the account will be distributed to the account owner.

2. Eligible Replacement Beneficiary. An eligible replacement beneficiary must be a member of the family of the old beneficiary in accordance with the Act.

3. Changes in Account Owners. An account owner may not transfer its ownership of a program account except as provided in this rule.

a. An account owner may transfer ownership of a program account to the designated beneficiary or custodian of the designated beneficiary of the account by giving written notice of such transfer to the manager or investment manager and paying any applicable fee.

b. An account owner, pursuant to a divorce, may transfer ownership of a program account to the ex-spouse by giving written notice to the manager or investment manager and paying any applicable fee.

c. An account owner may transfer ownership of a program account to joint ownership by the account owner and the account owner's spouse by giving written notice of such transfer to the manager or investment manager and paying any applicable fee.

d. If an account owner dies and the account was jointly owned by spouses, the surviving spouse shall be the account owner. In all other cases if an account owner dies, the terms of the trust (including any

designations made thereunder) will govern who becomes the account owner.

#### **H. Offering Materials, Advertising, Forms**

1. Preparation of Offering Materials. The applicable manager or investment manager shall prepare on behalf of the program and the trustee offering material for the program accounts the proceeds of which will be invested, through investment accounts, in investment product(s) for which it serves as manager or investment manager. At least one component of the offering material shall be a disclosure document that fully describes the investment product(s) being offered including applicable fees or penalties and performance history, the program, and the federal and state income tax consequences of participating in a qualified state tuition program. The disclosure document shall state that the Act does not:

- a. give any designated beneficiary any rights or legal interest with respect to a program account or investment account unless the designated beneficiary is the account owner;
- b. guarantee that a designated beneficiary will be admitted to a higher education institution or be allowed to continue enrollment at or graduate from a higher education institution located in Montana after admission;
- c. establish Montana residency for a person merely because the person is a designated beneficiary; or
- d. guarantee that the amount saved pursuant to the program will be sufficient to cover the qualified higher education expenses of a designated beneficiary.

2. Disclaimer of State Liability. A Montana Family Education Savings Program account is not insured by Montana and neither the principal invested nor the investment return is guaranteed by the State of Montana. Any contract, application, offering or disclosure material, and published advertisement designed for the program shall include a statement substantially similar to the following: **"A Montana Family Education Savings Program account is not insured by Montana and neither the principal invested nor the investment return is guaranteed by the State of Montana."**

#### **I. Reporting Requirements**

1. Reports to Account Holders. On behalf of the trustee:

- a. Account Information. At least annually, within 31 days of the annual period to which they apply, a manager or investment manager shall provide to each account owner a statement of his or her program account and the corresponding investment account. The statement shall include the balance of the account at the beginning of the reporting period, all activity (including deposits, withdrawals, penalties paid, income earned) during the reporting period, and the balance at the end of the reporting period.
- b. Tax Information. A manager or investment manager shall prepare and provide to account owners and/or designated beneficiaries such information as the Internal Revenue Service or federal income tax law may require be provided to account owners or designated beneficiaries

by the deadlines required therefor. For these purposes, program accounts for the same designated beneficiary should be aggregated to the extent required by regulations or other binding guidance issued by the Internal Revenue Service.

c. Verification of \$3,000 Deduction. A manager or investment manager shall prepare and provide to the department of revenue such information as the director of revenue may request to permit the department of revenue to verify the income deduction permitted by 15-30-111(8), MCA.

2. Reports to Board. A manager upon the request of the Board shall provide to the Board copies of the reports that it and its investment managers provides to account owners pursuant to section III(I)(1) of this policy.

3. Records on Termination of Manager Status. If a manager or investment manager ceases to be a manager or investment manager and investment accounts are removed from such manager or investment manager in accordance with the Act, the manager or investment manager shall provide the Board with the following for each investment account (and corresponding program account):

- a. Name, address and social security number (or employer identification number) of the account owner;
- b. The date the program account was opened;
- c. Name, address, social security number and date of birth of the designated beneficiary and all prior designated beneficiaries of the account;
- d. The deposits to the program account, the qualified withdrawals from the account, the nonqualified withdrawals from the account, and the penalties paid from the account; and
- e. Other records necessary to facilitate efficient transfer of investment accounts and account records.
- f. Any other records held or maintained on behalf of the trustee.

#### **J. Use of Investment Managers.**

1. Appointment of an Investment Manager. To facilitate the offering of additional college savings investment products under the program, a manager may enter into arrangements with one or more investment advisers, financial institutions, or mutual funds pursuant to which such person or persons facilitate the offering of a class of investment products through the program. Relevant details of any such arrangement shall be disclosed to the Board in connection with a decision by the Board to expand or modify the college savings investment products to be offered under the program and shall be valid only if the Board approves the investment products and the arrangements.

2. Role of an Investment Manager. Except as provided in section III(J)(3) of this policy, an investment manager may assume obligations of the manager under this policy with respect to investment accounts invested in products under the direction of the investment manager. In such case, the investment manager shall have the rights of a manager under this policy solely in connection with the investment accounts under the direction of the investment manager.

3. Nondelegation of Certain Responsibilities. Nothing in this section III(J) or any delegation under it shall relieve the manager of its obligations under its contract with the Board or its responsibility to ensure that the program or portion of the program that the manager is managing complies with the Act and this policy.

**K. Termination of Manager or Investment Manager.**

1. Full Termination. The Board may terminate a contract with a manager, terminate the status of an investment manager (including any status established by section III(K)(2) of this policy), or prohibit the continued investment of funds through an investment manager and, in its capacity as trustee, take custody of investment accounts held through the investment manager in accordance with the procedures set forth in 15-62-203(10), MCA. The trustee may liquidate and convert to cash any investment products received in connection with any such termination before reinvesting funds in accordance with 15-62-203(10)(a), MCA. The manager and investment manager shall cooperate with the trustee.

2. Nonrenewal. If the Board does not renew the contract of a manager and does not terminate the manager pursuant to 15-62-203(10)(a), MCA, investment accounts previously established through the manager will not be terminated by the trustee or the Board and additional contributions to program accounts corresponding to such investment accounts may be added to those investment accounts. The continuing role of the manager with respect to the continuing investment accounts shall be governed by the Act, this policy and the terms of the contract that was not renewed (other than those provisions that the Board determines are not applicable) or by the Act, this policy and a special contract approved by the Board. In case of a nonrenewal, the manager may at any time after expiration of the contract, elect not to continue to any participation in the program, in which case section III(K)(1) shall apply.

**L. Role of Trustee – Voting**

1. Voting Instructions. If the owner of an investment account shall be entitled to vote on any matter with respect to the investment products in the investment account, the investment manager shall solicit, on behalf of the trustee, voting instructions from each account owner whose program account is invested in any such investment account. The trustee, without any formal action of the Board, as legal owner of the accounts, shall vote shares or interests of each investment account on each matter subject to vote:

a. If timely instructions have been received from the account owner whose program account corresponds to the investment account, in accordance with voting instructions received by the investment manager from the applicable account owner; and

b. If timely instructions have not been received from the account owner whose program account corresponds to the investment account, in the same proportion as it votes the shares or interests of the investment accounts for which the investment manager has received voting instructions.

The shares or interests shall also be voted as present for purposes of determining a quorum.

2. Trustee Discretion. Notwithstanding section III(L)(1), the trustee by formal action of the Board, may exercise its voting rights in any manner that it concludes is consistent with its fiduciary duties.

**M. Transition and Effective Date.**

1. Effective Date for New Accounts. This version of this policy shall apply to all program accounts established on or after October 1, 2005.

2. Transition for Old Accounts.

a. The manager or applicable investment manager shall notify each account owner of a program account established before October 1, 2005 of the creation of the trust. The notice shall include a copy of the participating trust agreement and a statement explaining that the account owner may adopt the participating trust agreement by signing and returning the agreement, may withdraw the balance of the account, or, by taking no action, may have the account owner's program account transferred to the trust and the terms of the participating trust agreement automatically adopted on December 31, 2005.

b. If an account owner executes a participating trust agreement with respect to an account pursuant to this section III(M)(2) with an effective date prior to December 31, 2005, the account shall be transferred to the trust (and become an investment account of the trust) as of such date, the provisions of this policy shall apply to the program account, and the investment manager shall designate the account as required by section III(D)(2) of this policy.

c. On December 31, 2005, the trustee for all accounts established before October 1, 2005, shall transfer to the trust all accounts not previously transferred to the trust or terminated, and the trustee (as defined in this policy) shall become the trustee of such accounts and the owner of the corresponding investment accounts. This policy and the applicable participating trust agreement shall apply to all such program accounts.

d. In the case of transfers described in section III(M)(2)(c) of this policy, the manager and investment managers, not later than February 28, 2006, shall adjust their books and records to designate investment accounts as required by section III(D)(2) of this policy.

#### **IV. Approval of Documents:**

##### **A. Designation of Agent.**

1. Designation to the Commission of Higher Education. The Board on behalf of itself and in its capacity as trustee designates the Commissioner of Higher Education as its agent for the purpose of reviewing and approving the offering material described in section III(H)(1) of this policy and any forms or other documents that this policy requires the Board or the trustee to review or approve. The Commissioner of Higher Education may delegate approval authority to other officials or employees in the office of the Commissioner of Higher Education. The Commissioner or the Commissioner's delegee will ensure that any documents approved pursuant to this section IV(a)(1) comply with the requirements of State law and this policy.

2. Limitation on Delegation of Authority. The delegation of authority to the Commissioner of Higher Education pursuant to section IV(A)(1) of this policy relates only to the approval of documents to be used in connection with the program. In particular, the delegation does not apply to the selection of a program manager or an investment manager or a determination of the investment products to be offered under the program.

**B. Approved Documents.** The Board and the committee shall be provided with copies of all documents approved pursuant to section IV(A) of this policy.

**C. Final Authority.** The Board by resolution may reserve for itself the right to review and approve any document or form to be used in connection with the program. The Board may require that changes be made in any document or form that was previously approved pursuant to this policy.

**D. Approval Subject to Change.** When approving a document or form pursuant to this section IV, the Board or its agent may authorize the investment manager or program manager to revise the document or form without seeking approval to:

1. Make clerical and technical corrections of typographical, grammatical, syntax, cross-reference and other similar errors;
2. Update the form or document to reflect changes in federal and state law and new regulations, rulings or other formal guidance promulgated by federal or state agencies;
3. Update the form or documents to reflect changes in applicable amounts that change periodically (such as the maximum account balance and amounts that are adjusted for inflation under federal income tax law);
4. Reflect other changes that are made as a matter of course from time to time (such as changes in percentage mixes of portfolios) to the extent such changes are consistent with the description of the plan as presented to the Board; and/or
5. Make changes in styles and format that do not affect content.

History:

Item 98-006-R0398, Montana Family Education Savings Program (NEW), approved by the Board of Regents on May 21, 1998; revised September 24, 1999 ([ITEM 98-006-R0398](#)), September 28, 2001 (Item [112-108-R0901](#)), March 22, 2002 (Item [114-105-R0302](#)), January 16, 2003 ([ITEM 118-108-R01030](#)), September 25, 2003 ([ITEM 120-102-R0903](#)), and September 23, 2004 ([ITEM 124-109-R0904](#)).

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September 21-23, 2005

**ITEM 128-116-R0905**                      **Approval for Additional  
Investment Options, Montana Family Educational Savings  
Bank**

**THAT:**                                              The Board of Regents approves the following investment option changes for the Pacific Funds 529 College Savings Plan for Montana:

- (1) The addition of the PF Oppenheimer Main Street Core Fund as an investment fund for the Portfolio Optimization Funds, but not as a stand alone investment option;
- (2) The addition of the PF Oppenheimer Emerging Markets Fund as an investment fund for the Portfolio Optimization Funds, but not as a stand alone investment option; and
- (3) The change in the PF AIM Aggressive Growth Fund investment option to PF NB Fasciano Small Equity Fund, to reflect the change in name, manager, and certain investment policies.

**EXPLANATION:**                                              The Pacific Funds are the investment funds underlying the investment options offered in Pacific Funds' 529 College Savings Plan for Montana. The Pacific Funds Board of Trustees approved the addition of two new funds effective September 30, 2005: the PF Oppenheimer Main Street Core and the PF Oppenheimer Emerging Markets, which will only be available for investment by the Pacific Funds' Portfolio Optimization Funds. In addition, the Pacific Funds Board also approved changes, effective October 1, 2005, to PF AIM Aggressive Growth Fund. This fund will have a new manager and a new name. Neuberger Berman Management Inc. (Neuberger Berman) will become the manager and the fund will change its name to the PF NB Fasciano Small Equity Fund. Certain investment policies and strategies of the Aggressive Growth Fund will change at that time.





**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

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2500 Broadway ♦ PO Box 203101 ♦ Helena, Montana 59620-3101 ♦ (406)444-6570 ♦ FAX (406)444-1469

**MEMORANDUM**

**TO:** Board of Regents  
**FROM:** Pamela Joehler, Interim Associate Commissioner for Fiscal Affairs  
**DATE:** September 9, 2005  
**SUBJECT:** Biennial Budget Process Review

**Feedback on Current Process**

Following the May 2005 Board of Regents meeting, I requested feedback from the Montana University System campuses on the Board of Regent biennial budget process that ended in May. Since the budget process used during the last two years was a new process, the both the BOR Budget Committee and I were interested in knowing what went right, and what went wrong, with the new budget planning process.

Overall, the campuses indicated they thought there should be more Board guidance on long-range system mission, goals, philosophies, and policies during the biennial BOR Budget Planning Process and less time spent on numeric details.

The budget milestones and timetable originally established were largely thought to be appropriate, however, there is dissatisfaction with the lack of specific guidelines relating to budget development and presentation.

**Proposed Process Review**

In mid-August 2005, Bob Durringer, Craig Roloff and I discussed options for addressing the concerns expressed earlier this summer. We propose to review the current BOR Biennial Budget Planning process to address the following specific issues:

1. Clear and written objectives for the Biennial Budget Planning Process
2. Develop a set of consistent terms and conditions for biennial budget development
3. Timetable and substance of budget documents submitted to the Board of Regents
4. Identify special considerations that may be necessary this biennium due to the proposed Cost of Education study (see separate memo).

While OCHE staff will coordinate this review, a working team of fiscal staff from the campuses will be essential to a successful and meaningful review. The review is expected to take from four to six months to complete.

### Clear and Written Objectives

The working team will prepare a document with clear and written objectives for the Biennial Budget Planning Process for review and approval by the Board. The objectives could include:

- Develop projected two-year budget plan that reflects Board of Regents strategic plan, goals, and objectives
- Develop the biennial budget request presented to the Executive and Legislative Branches
- Be in position to discuss the impact of state funding decisions on tuition rates with the Executive and Legislative Branches
- Identify fiscal-related outcome measures relating to the Strategic Plan

### Terms and Conditions

Another legitimate issue raised by the campuses is the need for written guidelines, definitions, and consistency for the biennial budget development process. The proposed process review will address budget issues such as, but not limited to, the following:

- Current level services
- Pay Plan Components
- Growth vs. New Initiatives
- New Space
- Base expenditures
- Base year
- Reserves

### Timetable and Content of Budget Information Presented to Board of Regents

Campuses expressed some frustration with the just-ended budget cycle that included some short turnaround effort by the campuses to respond to Board information needs. While some bumps are expected with any new process, the proposed process review will attempt to identify basic, logical budget data that should be presented to the Board at critical points of the biennial budget cycle. Because the Board is likely to undertake the COE/allocation model revision study, the timetable for submitting certain budget items to the Board in the 2007 biennium interim may be out of sync with what will be the regular budget timetable for future interims.



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**Office of the Commissioner of Higher Education**

2500 Broadway ♦ PO Box 203101 ♦ Helena, Montana 59620-3101 ♦ (406)444-6570 ♦ FAX (406)444-1469

**ITEM 128-113-R0905**

**MEMORANDUM**

**TO:** Board of Regents

**FROM:** Pamela Joehler, Interim Associate Commissioner for Fiscal Affairs

**DATE:** August 29, 2005

**SUBJECT:** Cost of Education/Allocation Model Revision

For the last several months, the Board has anticipated the prospect of undertaking a study during the 2007 biennium interim to revise the current Cost of Education (COE)/allocation model. The purpose of this memo is to provide a framework for this study. Specifically this memo addresses three major areas:

1. Study scope
2. Timeframe/Procedures
3. Policy issues

**Study Scope**

The current allocation model is a mechanism used to allocate state funds only (general fund and six mill levy) to the educational units of the Montana University System. For the 2007 biennium, state funds comprise about 39 percent of the educational units' general operating budgets. The remaining 61 percent of the educational units' general operating budgets is funded primarily from tuition. Tuition is not formally recognized in the current allocation model. However, the Board of Regents did consider tuition revenue for the 2007 biennium allocation, at least informally. Relying upon recommendations of the University of Montana and Montana State University, the Board redistributed the state funds allocation generated by the current allocation model before finalizing the 2007 biennium budget plan. (Attachment A contains a brief description of the current COE/allocation model.)

During the last several months, Board members have suggested that tuition and student aid be considered in the anticipated COE/allocation model revision study. Including both state funds and tuition in the study would provide the Board with a broader perspective of financing the higher education units of the Montana University System. In addition, including tuition and student financial aid in the study scope would provide the Board an opportunity to engage policy discussions of funding equity, affordability, entrepreneurship, etc.

The Office of the Commissioner of Higher Education recommends the Board define the study scope to address the broader issue of financing Montana's institutions of higher education, rather than just allocating state funds.

### **Proposed Schedule – Finalized by May 2006**

<u>Date</u>	<u>Milestones</u>
September 2005	<ul style="list-style-type: none"><li>▪ Board of Regents sets study scope, approves funding set aside for study consultant, authorizes initiation of RFP process for study consultant, and approves formation of policy group (Regents, legislators, OBPP/LFD, Campus CEOs) and staff working group (OCHE/Campus Fiscal and Budget staff).</li></ul>
October 2005	<ul style="list-style-type: none"><li>▪ OCHE issues RFP for study consultant</li><li>▪ OCHE/Campuses form staff working group</li></ul>
November 2005	<ul style="list-style-type: none"><li>▪ RFP process completed and consultant hired</li><li>▪ Consultant meets with BOR policy group</li><li>▪ Consultant works with staff working group to gather required data</li></ul>
January 2006	<ul style="list-style-type: none"><li>▪ Consultant meets with BOR policy group</li></ul>
February 2006	<ul style="list-style-type: none"><li>▪ Consultant works with staff working group to construct proposed financing model</li></ul>
March 2006	<ul style="list-style-type: none"><li>▪ Consultant presents results to Board of Regents and policy group</li></ul>
March - April 2006	<ul style="list-style-type: none"><li>▪ Consultant and staff working group revises model to incorporate agreed-upon changes from the March BOR meeting</li></ul>
May 2006	<ul style="list-style-type: none"><li>▪ Final financing model adopted by Board of Regents</li></ul>

### **Policy Issues**

The Board of Regents will have to address several policy issues in the course of developing a financing model for the Montana University System, including, but not limited to:

- System Strategic Goals
  - Will drive financing priorities
- Adequate funding levels for institutions
- Reasonable stability
- Funding equity
- Campus reserves
- Long-term tuition policies
  - Affordability
  - Tuition rate differential among campuses

- Resident/Non-resident differential
- Costs that should be covered by tuition
- Supertuition
- Distance Education tuition policies
- Student Financial Aid
  - Affordability
  - Federally Funded, State Funded and Student Funded
  - Limitations
  - Need-based
  - Merit-based

## ATTACHMENT A

### KEY FEATURES OF CURRENT COE/ALLOCATION MODEL MONTANA UNIVERSITY SYSTEM

- Developed in 1994
- Allocates state funds only (general fund and six mill levy)
- Estimates Cost of Education for each institution, using institution-specific data
- Includes enrollment-driven and base funded components
  
- Allocation Model Components
  - Resident Enrollment
  - Institutional Characteristics
  - Peer Institutions
  - States with Comparable Ability to Pay
  - Pro Rating State Resources Toward Target Budgets
  - Use of Funding Formula Models Rather than Institutional Spending Patterns
  
- Major goal was to provide funding equity. Funding equity has eroded due to:
  - Non-resident tuition increases
    - In 1994, non-resident tuition was less than the average cost to educate a student
    - In 2005, non-resident tuition was as high as 150 percent of the average cost to educate a student
    - The non-resident subsidy to support resident students that is available today was not available in 1994
  - Smaller portion of operating budget funded from state funds
    - In 1994, the allocation model distributed 65 percent of the total current unrestricted general operating budget; 35 percent of the total funding (tuition and miscellaneous revenue) was generated and retained at the campus level.
    - In 2005, over 60 percent of the total funding was generated and retained at the campus level without consideration in the allocation model.

## ATTACHMENT B

### SUMMARY OF HIGHER EDUCATION FINANCING POLICY ISSUES<sup>1</sup>

1. Policy elements
  - a. Appropriations (base and special purpose)
  - b. Tuition and Fee policy
  - c. State student financial aid policy
  - d. Institutional student financial aid policy
  
2. Effective policy criteria
  - a. Reinforce and be consistent with stated priorities
  - b. Create and sustain institutional capacity to meet priorities
  - c. Contributions required must be within the means of those who foot the bill
  - d. Fair treatment to all parties
  - e. Transparent-open and understandable
  
3. State Level Considerations
  - a. For the public good – building capacity
    - i. Policies that focus on institutions (funding formulas)
    - ii. Policies that focus on students (tuition and aid policies that generate revenue)
  - b. To achieve specific or stated goals – capacity utilization
    - i. Policies that focus on institutions (performance funding)
    - ii. Policies that focus on students (forms of aid designed to achieve specific objectives)

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<sup>1</sup> Summarized from “Financing in Sync: Aligning Fiscal Policy with State Objectives”, Dennis Jones, National Center for Higher Education Management Systems, *date unknown*.

September 21-23, 2005

**ITEM 128-115-R0905**                      **Proposed Revision of Policy 407 - Approval of University System Employee Equity Interest and/or Business Participation.**

**THAT:**                                              The Board of Regents adopt the attached revision of Policy 407 concerning the Approval of University System Employee Equity Interest and/or Business Participation required by MCA 20-25-109.

**EXPLANATION:**                                              Montana State University-Bozeman, Montana Tech of the University of Montana and the University of Montana-Missoula seek to revise Policy 407 in order to conform the policy more closely to Montana law and to more clearly describe the employee-business relationships that require Board of Regents needs to approval and at what point that approval is necessary.

This revision is tailored to more closely parallel the requirements of MCA 20-25-109, which requires the Board of Regents to approve the following business relationships involving an MUS employee: (a) receiving equity or financial participation from a developed technology or invention, (b) serving on the Board of Directors or governing entity of a business and/or (c) accepting employment from a business entity.

This revision also clarifies that approval to engage in one of the above relationships must occur prior to the relationships commencing but removes the requirement to submit licensing agreements in connection with this approval request. There are several reasons for this recommended change.

First, while licensing agreements and employee-business relationships are related – they are both part of the research commercialization process – they need to be treated as separate events. It is often in the interest of the MUS, business entities, and an MUS employee to enter into a business relationship well after a formal licensing agreement is executed. For example, the opportunity to sit on a company's board might arise only after a licensed technology leads to significant commercial success.

Second, while MCA 20-25-109 clearly requires approval from the Board for the described business relationships it does not require or recommend that the Board evaluate either various technologies or technology licensing agreements. The latter are already managed carefully by each campus' technology transfer



office and will continue to be so regardless of changes to Board Policy 407.

Third, licensing agreements often contain descriptions of intellectual property or information a company or MUS treats as confidential trade secrets or business information under terms of a sponsored research agreement. Board review of licensing agreements, as an added criterion to the approval required under MCA 20-25-109, would greatly encumber an otherwise straightforward and open-to-the-public procedure related to approval of an employee-business relationship without adding substantial value to the decision process.

Finally, MUS campuses already have well-developed conflict of interest policies in effect and are required to maintain such policies in order to receive federal funds from the National Science Foundation and the Department of Health & Human Services. To the extent a potential conflict of interest results from the business activities of an employee, including those listed in MCA 20-25-109, each campus is already required to address the conflict in accordance with the federally mandated policies.

**Attachments:**

Proposed revision of Policy 407  
Copy of MCA 20-25-109

**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION  
Policy and Procedures Manual**

SUBJECT: RESEARCH AND PUBLIC SERVICE

Policy 407 - Approval of University System Employee Equity Interest and/or Business Participation  
*Effective January 18, 2002; Issued February 26, 2002, \_\_\_\_\_, 2005*

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**I. Purpose.** The Board of Regents recognizes that the objectives of the technology transfer and intellectual property development activities of the MUS units are to facilitate the efficient transfer of knowledge and technology from the units to the private sector in service of the public interest; to support the discovery of new knowledge and technology and attract resources for the support of unit programs; to enhance student learning opportunities and to promote local, regional and national economic development. The Board also recognizes that the efficient transfer of technology to private business entities will often be enhanced by the active and continuing involvement of the inventor of the intellectual property that is transferred to the company. The goal of this policy is to allow intellectual property created by University System employees to be disseminated and utilized in a fashion mutually advantageous to the state, the University System, the business entity and the employee.

This policy implements the provisions of [20-25-109 MCA](#) which requires the Board of Regents to approve:

(A) a university system employee's ownership of an equity interest or participation in intellectual property conceived, created, discovered, invented or developed by the employee; or

(B) a university system employee serving as a member of the board of directors or other governing board of or as a director, officer or employee of a business entity that either:

(i) has an agreement with the university system or with any other Montana state agency or political subdivision that relates to the research, development, licensing, or exploitation of the intellectual property; or

(ii) shares an ownership interest in the intellectual property with the university system.

**II. Definition.**

"Business Entity" as used in this policy means a business that (a) has or wishes to negotiate an agreement with a University System unit or any other public entity relating to the research, development, licensing or commercial exploitation of intellectual property developed by an Employee Inventor; or (b) shares an ownership interest in intellectual property with a unit of the university system.

"Intellectual property" as used in this policy means: "Inventions, discoveries, and creations that may be eligible for copyright or patent." The term also includes other economic development activity of a proprietary nature, including but not limited to business practices, ideas, processes, or arrangements that may not be eligible for either patent or copyright but for which the possibility of profitable commercialization exists."

"Employee Inventor or creator" as used in this policy means an employee who, as part of the employee's authorized work for the university system, conceives, creates, discovers, invents, or develops intellectual property.

**III. Employee Activities Requiring Approval.** System Units must obtain approval for an Employee Inventor or Creator to engage in any of the following activities with a Business Entity:

A. Employee Inventor or Creator ownership, or award of an equity interest or similar participation in the ownership, of a Business Entity:

B. Employee Inventor or Creator participation as a director, officer, or as a member of the board of directors or other governing board of a Business Entity; or

C. Employment of the Employee Inventor or Creator by the Business Entity.

**IV. Board Approval.** A request for Board approval should contain:

A. The name of the Employee and the Business Entity involved;

B. The relationship or activity outlined under Section III for which approval is being sought;

C. A statement of how the approval of the relationship will further the goals and objectives of the technology transfer and intellectual property development activities of the unit and provides public benefit; and

D. For an Employee Inventor or Creator seeking approval pursuant to BOR Policy 407 section III B or C, a statement indicating that the Business Entity either:

(i) has an agreement with the university system or with any other Montana state agency or political subdivision that relates to the research, development, licensing, or exploitation of the intellectual property; or

(ii) shares an ownership interest in the intellectual property with the university system.

**V. Other Policies.** If an employee's equity interest or financial participation in the commercial development of intellectual property is established pursuant to Regents' Policies [401.2](#) (Patents and Inventions), [401.3](#) (Copyright) or [406](#) (Ownership of Electronic Course Material), it shall be deemed approved by the Board. Employee Inventors receiving approval under this policy will comply with the employing units' policies governing conflict of interest and conflict of commitment as applicable to the activities approved under this policy.

**VI. Reports.** Each unit shall file a report no later than December 31 of each year with the Commissioner identifying all employees who have an equity interest in or serve as employees, officers, or members of the Board of Directors of Business Entities that have agreements with the System relating to the research, development, licensing or exploitation of intellectual property in which the System has an ownership interest. The report shall identify the employee, the Business Entity and the activities approved under this policy. Once the relationship has been reported, the unit will only report changes to the previous year's report.

### **Submission Form**

#### **History:**

[ITEM 113-110-R1101](#) and [Memo](#), Board of Regents Policy and Procedures Manual: Research and Public Service, University System/Employee Joint Ventures (New), approved by the Board of Regents on January 18, 2002.

- Licensing arrangement with Eagle Eye Productions approved September 19, 2002, [Item 116-1004-R0902](#)
- Licensing arrangement with Applied Ecological Services approved May 29, 2003, [Item 119-1002-R0503](#)
- Licensing arrangement with Sunburst Sensors, LLC approved May 29, 2003, [Item 119-1001-R0503](#)
- Licensing arrangement and other contractual arrangements with Bee Alert Technology approved September 25, 2003, [Item 120-1001-R0903](#)
- Licensing arrangement and other contractual arrangements with SensoPath Technologies approved January 16, 2004, [Item 122-2015-R0104](#)
- Technology licensing agreement with Z dye, Inc approved September 23, 2004, [Item 124-2005-R0904](#)

September 21-23, 2005

**ITEM 128-2002-R0905**                      Authorization to  
Appoint Members to the Fire Services Training  
Advisory Council; Montana State University-  
Bozeman

**THAT:**                                              The Board of Regents of Higher Education appoints Gary Mahugh, Tom Kuntz, William Perrin, Tim Mort and Tony Cate to a term beginning September 15, 2005 and ending September 14, 2007, on the Fire Services Training Advisory Council.

**EXPLANATION:**                                              Montana Code Annotated, 2-15-1519, requires that the Board of Regents appoints a Fire Services Advisory Council to work with the Director of the Fire Services Training School. This item will meet the conditions set forth in that statute.

September 21-23, 2005

**ITEM 128-2801-R0905**                      **Authorization to Name the  
"KNMC" Radio Station the Lisenby Studios; Montana State  
University-Northern**

**THAT:**                                              Consistent with Board of Regents' Policy 1004.1, Naming of Buildings, the Board of Regents of the Montana University System authorizes Montana State University - Northern to name the KNMC Radio Station Studios "Lisenby Studios".

**EXPLANATION:**                                              Montana State University - Northern recently built new studios for the KNMC Radio Station located in the Student Union Building. The proposed name is appropriate because Mr. William Lisenby was a long time English professor at Montana State University - Northern and was the founder of the KNMC Radio Station.

September 21-23, 2005

**ITEM 128-2802-R0905**                      **Authorization to Name the  
Lecture Hall located in the new Applied Technology Center  
the Hensler Auditorium; Montana State University-Northern**

**THAT:**                                              Consistent with Board of Regents' Policy 1004.1, Naming of Buildings, the Board of Regents of the Montana University System authorizes Montana State University - Northern to name the Lecture Hall located in the new Applied Technology Center Building "Hensler Auditorium".

**EXPLANATION:**                                      Montana State University - Northern recently built the Applied Technology Center, and located in the Applied Technology Center is a Lecture Hall. The proposed name is appropriate because the Wilber Hensler family gifted the University \$1.2 Million in a trust. This trust will be used to purchase tools and equipment for the College of Technical Sciences.

September 21-23, 2005

**ITEM 128-2803-R0905**                      **Authorization to Name the Oil Lab located in the new Applied Technology Center the Kiewit Oil Laboratory; Montana State University-Northern**

**THAT:**                                              Consistent with Board of Regents' Policy 1004.1, Naming of Buildings, the Board of Regents of the Montana University System authorizes Montana State University - Northern to name the Oil Laboratory located in the new Applied Technology Center Building "Kiewit Oil Laboratory".

**EXPLANATION:**                                      Montana State University - Northern recently built the Applied Technology Center, and located in the Applied Technology Center is an oil testing laboratory. The proposed name is appropriate because the Kiewit Company donated over \$500,000 in equipment for the oil laboratory. Without this significant donation this state-of-the-art oil testing facility would not be possible.

September 21-23, 2005

**ITEM 128-1012-R0905**                      **Construct Executive  
Education Building; The University of Montana-Missoula**

**THAT:**                                              Consistent with the provisions of MCA 18-2-102, the Board of Regents of the Montana University System authorizes The University of Montana to implement steps necessary to construct a new Executive Education Building. The cost for this facility will not exceed \$5,100,000. Private donations and unrestricted funds will wholly fund this project.

**EXPLANATION:**                                              The building is the brainchild of two UM Alumni, Harold and Priscilla Gilkey, who see the need for UM Business School students to be trained in the changing business, economic and entrepreneurial environment they will face upon graduation from The University of Montana. The proposed Center will bring business leaders to Missoula to conduct seminars with UM students and to provide advanced training and networking opportunities for small businesses in Montana. The Center would be a valuable tool in promoting economic and business development in Montana and the Northwest Region.

The planning process, as submitted and approved by the Board of Regents of the Montana University System as Item 124-1004-R0904, is complete.

**Attachments:**                                              ITEM 124-1004-R0904



## **ITEM 128-1012-R0905 ATTACHMENT**

**September 23-24, 2004**

### **ITEM 124-1004-R0904                      Planning for Executive Education Building; The University of Montana-Missoula**

**THAT:**                                              Consistent with the provisions of MCA 20-25-302, the Board of Regents of the Montana University System authorizes The University of Montana to implement steps necessary to retain a consultant to provide preliminary planning for a new Executive Education building. The schematic planning for this facility will not exceed \$75,000.00. Private donations will wholly fund this project.

**EXPLANATION:**                                              The architectural firm selected will provide programming and schematic design solutions and estimates for the proposed Executive Education building.

This authority request is for an amount greater than \$150,000, which requires the following additional information:

(a) Project Description:

The work performed under this authority encompasses the construction of Executive Education Center.

(b) Cost Estimate and Funding Sources:

Construction	\$4,279,500
Architectural Fees and Project Administration	450,000
Non-Contracted Labor	5,500
Utilities	100,000
Testing	15,000
Contingency	200,000
Equipment	50,000

<b>PROJECT TOTAL</b>	<b>\$5,100,000</b>
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This project will be financed with private donations and unrestricted funds.

(c) Programs Served, Enrollment Data, Projected Enrollments:

This Executive Education Center will allow the school to narrow the gap between theory and practice by supplementing classroom education with firsthand experiences from top business executives. UM's business school already is taking an active role in incorporating executive education into its curriculum. Last year alone, the school offered more than 20 experiential learning classes, and more than 100 guest lecturers from industry made on-campus presentations.

The school recently started an Entertainment Management Program to present students with the business side of entertainment production, including courses taught by successful managers and producers. Since 1989, UM business plan competitions have assisted countless regional businesses by helping develop creative operating plans to ensure success of fledgling or entrepreneurial organizations in a business environment dominated by small businesses. Both programs, as well as the Montana Academy of Distinguished Entrepreneurs (MADE), would be located in the Executive Education Center. Formed in 2002, MADE is a network of entrepreneurs committed to promoting entrepreneurship in Montana.

(d) Space Utilization Data:

The work completed under this authority will provide approximately 15,000 square feet of new space that is not currently available on campus.

(e) Projected Use for Available Residual Space:

(Not applicable to this request)

(f) Projected O&M Costs and Proposed Funding Sources:

O&M costs for this facility are projected to be \$83,250 for the first full year of operation in FY 2007. No state funds will be used in supporting the O&M costs.

September 21-23, 2005

**ITEM 128-1009-R0905                      Planning for Addition to  
Education Building; The University of Montana-Missoula**

**THAT:**                                              Consistent with the provisions of MCA 20-25-302, the Board of Regents of the Montana University System authorizes The University of Montana to implement steps necessary to retain a consultant to provide preliminary planning for a new addition to the Education Building. The schematic planning for this facility will not exceed \$75,000.00. Private donations and or unrestricted funds will wholly fund this project.

**EXPLANATION:**                                              The architectural firm selected will provide programming and schematic design solutions and estimates for the proposed addition to the Education building.

September 21-23, 2005

**ITEM 128-2003-R0905                      Authorization to Construct a  
Parking Garage and Repair & Replace New & Existing  
Parking, Street and Access Facilities; Montana State  
University-Bozeman**

**THAT:**                                              Consistent with the provisions of MCA 20-25-302, the Board of Regents of the Montana University System authorizes MSU-Bozeman to construct a parking garage as well as repair & replace new and existing parking, street and access facilities. The estimated cost for this project is \$7,000,000.

- EXPLANATION:**
1.        Historically, MSU has had a significant unmet demand for parking to serve the academic facilities and residence halls in the northeast sector of campus. The addition of the new Chemistry Building will exacerbate the need for additional parking in this area.
  2.        Options to increase parking in this area by constructing additional surface parking lots no longer exist. Therefore, to maximize the amount of parking on a very limited building site, and preserve adjacent green space, a 3-4 level parking facility, with a capacity of approximately 350-450 parking spaces, will be constructed.
  3.        The project is also expected to include reconstruction and/or reconfiguration of portions of 8<sup>th</sup> Avenue and Cleveland Streets that run through campus.
  4.        This work will be financed with a combination of funding including non-state funds from Parking System Revenues, maintenance funds from Auxiliary Operations Revenue (Renewal and Replacement Budget) and/or Other (non-state) Lawful Purpose funds in excess of debt service obligations.
  5.        This item provides MSU the authorization to proceed with the design and construction of the parking garage. However, construction will not proceed until satisfactory funding, with cash, bond sale proceeds, and/or another form of debt instrument has been secured. MSU must secure Board of Regents approval of its final financing plan

at a future meeting.

**ITEM 128-2003-R0905 Attachment****Board of Regents Policy: Physical Plant B Section 1003.7**

This Authority request is for an amount greater than \$150,000, which requires the following additional information:

**(a) Project Description:**

Work performed under this authority encompasses new construction, maintenance, repair and replacement of existing parking, street and access facilities including paving, curbs and gutters, signage, striping, lighting, landscaping, storm drainage systems, access approaches, associated pedestrian sidewalks, etc.

**(b) Cost Estimate and Funding Sources:**

	C	Estimated Cost
C	Design/Construction Admin	\$600,000
C	Construction	\$5,800,000
C	<u>Contingency</u>	<u>\$600,000</u>
C	Total Estimate	\$7,000,000

C Funding Source: This work will be financed with a combination of funding including non-state funds from Parking System Revenues, maintenance funds from Auxiliary Operations Revenue (Renewal and Replacement Budget) and/or Other (non-state) Lawful Purpose funds in excess of debt service obligations.

**(c) Program served, enrollment data, projected enrollment:**

The work to be completed under this authority addresses construction and maintenance of new and existing parking, as well as street and access facilities which serve students, faculty, staff and visitors. This work will not directly impact university programs or enrollments.

**(d) Space Utilization Data:**

MSU's parking system consists of approximately 5,400 total parking spaces for use by students, faculty, staff and visitors. MSU sells approximately 7-8,000 parking decals each year, which includes users with multiple vehicles, car pools, replacement decals, etc. Unmet parking demand in the northeast sector of campus is now considered to be acute. Access facilities include entry drives serving parking lots, buildings, service areas, etc.

**(e) Projected use for available residual space:**

(Not applicable to this project)

**(f) Projected O&M Costs and proposed funding sources:**

O&M Costs for parking facilities serving the academic campus areas are borne by the Parking Operations Account, while O&M costs associated with

some of the residence facilities parking areas are borne by Auxiliaries Operations Revenues.

September 21-23, 2005

**ITEM 128-2004-R0905**                      **Authorization to Construct a  
New Research Facility; Montana State University-Bozeman**

**THAT:**                                              In accordance with the provisions of MCA 18-2-102(c), the Board of Regents of Higher Education authorizes MSU-Bozeman to construct a new research facility. The estimated cost for this project is \$2,500,000.

**EXPLANATION:**                                              1.     The research programs of the Veterinary Molecular Biology Department (VMB) have grown ten-fold in grant and contract expenditures since 1996. Further growth is virtually guaranteed because the Department is: a) investigating a timely and increasingly important field, namely infectious diseases that can be transmitted among wildlife, livestock and humans; b) carving out a unique and important scientific niche; and c) taking advantage of its location in Montana where many of the diseases exist in wildlife populations. In order for VMB to meet current research grant commitments, additional space to accommodate specific bio-safety level laboratories and experimental animal containment is essential.

2.     The VMB mission includes conducting research on infectious diseases and providing instruction in animal biotechnology and the pre-veterinary science program. The focus of research at VMB is on zoonotic diseases, which are diseases that can be transmitted between man, livestock and wildlife. For example, VMB currently is engaged in a large research effort on brucellosis, a zoonotic disease of both economic and bio-terrorist concern. For the foreseeable future initiatives such as these are likely to be subjects of special interest and focus for significant federal research funds.

3.     This project will construct a new bio-safety research lab facility to accommodate the research



activities required to meet existing research grant requirements.

4. This Item provides MSU the authorization to proceed with the design and construction of the new research facility. However, construction will not proceed until satisfactory funding, with cash, bond sale proceeds, and/or another form of debt instrument has been secured. MSU will secure Board of Regents approval of its final financing plan at a future meeting.

5. This project will be financed with non-state, Facilities and Administrative (F&A) funds recovered from externally funded grants and contracts, as well as non-state funds from VMB endowments. Non-state funds will be used for operations or maintenance of this facility and no new programs will be created.

6. This project requires the approval of the Board of Regents and the consent of the Governor.

**ITEM 128-2004-R0905****Board of Regents Policy: Physical Plant B Section 1003.7**

This Authority request is for an amount greater than \$150,000, which requires the following additional information:

(a) Project Description:

This project will provide approximately 9,000 sq ft of specific bio-safety level laboratory and animal containment space to accommodate research on a variety of zoonotic diseases. Construction will include the general building enclosure and associated mechanical system and bio-hazard containment elements.

(b) Cost Estimate and Funding Sources:

	C	Estimated Cost
C	Design/Construction Admin	\$300,000
C	Construction	\$1,950,000
C	<u>Contingency</u>	<u>\$250,000</u>
C	Total Estimate	\$2,500,000

C Funding Source: This project will be financed with non-state, Facilities and Administrative (F&A) funds recovered from externally funded grants and contracts and non-state funds from VMB endowments.

(c) Program served, enrollment data, projected enrollment:

This project will serve existing research programs in the VMB Department. (Enrollment data is not applicable to this authority request).

(d) Space Utilization Data:

The new facility is expected to include approximately 9,000 gross sq ft, comprised of ~30-40% non-assignable space (corridors, mechanical spaces, restrooms, etc.) and ~60% laboratory and lab support spaces.

(e) Projected use for available residual space:

(Not applicable to this project)

(f) Projected O&M Costs and proposed funding sources:

Annual O&M Costs will likely range from \$90k to \$125k per year, depending upon actual building configuration, utility consumption, major maintenance reserve, systems complexity and hours of use.

MSU will fund this increased O&M responsibility with non-state, Facilities and Administrative (F&A) funds recovered from externally funded grants and contracts. However, this facility will be an integral element of the University's

Research Programs and, as such, the University may eventually seek Legislative support for all or part of these O&M costs.

**September 21-23, 2005**

**ITEM 128-1001-R0905                      Authorization to  
Repair/Replace the HVAC system in the Curry  
Health Service Building; The University of  
Montana-Missoula**

**THAT:**                                              Consistent with the provisions of MCA18-2-102, the Board of Regents authorizes The University of Montana-Missoula to replace and upgrade the HVAC system in the Curry Health Service. The project is estimated at \$450,000 and will be financed with auxiliary funds and an Intercap Loan.

**EXPLANATION:**                                              The facility is comprised of two separate buildings under one roof, the original building built in 1956 and a major addition in 1996. This project will replace the 1956 vintage system, update technology/controls and integrate with the newer system to have one system. In addition wells will be drilled for ground water cooling.

## ITEM 128-1001-R0905 ATTACHMENT

Board of Regents Policy: Physical Plant - Section 1003.7

This authority request is for an amount greater than \$150,000, which requires the following additional information:

(a) Project Description:

The work to be performed under this authority is to; upgrade and replace the 1956 system in the older part of the Curry Health Service; Integrate the newer 1996 system with the upgraded system; and use ground water cooling for the entire building. The project would replace all units in the older part of the building, install additional ducting to areas that require more air, install piping, install new controls; integrate the building into one system, and drill new wells for ground water cooling

(b) Cost Estimate and Funding Sources:

HVAC Repairs and Replacement	\$380,000.00
Engineering and Project management Fees	\$40,000.00
Contingency	\$30,000.00
<b>PROJECT TOTAL</b>	<b>\$450,000.00</b>

This project will be funded by Auxiliary Funds (50% auxiliary reserve funds and 50% Inter-cap loan to be repaid within 5-7 years.)

(c) Programs Served, Enrollment Data, Projected Enrollments:

N/A

(d) Space Utilization Data:

N/A

(e) Projected Use for Available Residual Space:

N/A

(f) Projected O&M Costs and Proposed Funding Sources:

The typical payback of a well water system for a building of this type and use is 7 years or less. In addition, the occupant comfort is greatly enhanced.

September 21-23, 2005

**ITEM 128-2006-R0905**                      **Authorization to Utilize Short Term Loans for the Continuation of a Multi-Year Information Technology Infrastructure Replacement Plan; Montana State University-Bozeman**

**THAT:**                                              The Board of Regents of the Montana University System authorizes Montana State University-Bozeman to utilize short term loans, for those twenty-nine (29) individual projects specified in Attachment #1, in order to continue the University's multi-year Information Technology Infrastructure and Telecommunications Replacement Plans.

**EXPLANATION:**                                              1)     At its May 29, 2003 meeting the Board of Regents authorized Montana State University to establish mandatory Information Technology Fees at each of its campuses.

2)     At its September 25, 2003 meeting the Board of Regents authorized Montana State University-Bozeman to utilize short term loans in FY04 and 05 for the implementation of its Multi-Year Information Technology Infrastructure Replacement Plan.

3)     The most likely sources of short term loans for Montana State University are GE Capital Finance, other similar private finance institutions, and Intercap loans from the Montana Board of Investments; and, it is the policy of these financial institutions and the BOI to require a signed endorsement from the Office of the Commissioner of Higher Education for loans such as these.

4)     Because the IT Infrastructure and Telecommunications Replacement Plans are based upon a continual flow of short term loans, the University believes that it is a good business practice to request Regent approval of a package of short term loans for one biennium at a time.

5)     Attachment #1 itemizes the twenty-nine (29) individual IT infrastructure and Telecommunications replacement and enhancement projects, and their necessary short term loans, which are planned for the next 21 months. The items directly reflect the updated Business Plan that was presented to the Regents at their May, 2003 meeting.

6)     Attachments #2 and #3 are schedules which show a summary of the revenues, expenditures and fund balance in the IT Infrastructure and Telecommunications Programs, illustrating

the financial soundness of the plans.

7) Attachment #4 is an amortization projection for future loans, through fiscal year 2013, which shows a continual retirement of debt obligations in each successive year.

**ATTACHMENTS:**

	#1	FY06/07 Short Term Loan Program
#2		IT Infrastructure Replacement Program
#3		Telecommunications Replacement Program
#4		IT Capital Plan Amortization for Future Year Loans

**Attachment #1**  
**Montana State University**  
**IT & Telecom Infrastructure Replacement Plan**  
**FY 06-07 Short Term Loan Program**

Category	Description of Purchase	Loan Amount	Loan Term
<b>FY 06</b>			
Banner Equipment Replacement - Multi-Campus Plan			
	Atlas Cluster	\$20,155	4 Yrs
	Digital UPS	\$35,496	4 Yrs
Banner System Enhancement - Multi-Campus Plan			
	Virtual Private Data Base	\$94,864	4 Yrs
	Banner 7 Messaging	\$291,148	4 Yrs
Networking at MSU Bozeman			
	Upgrade Building Wiring to Category 6	\$307,005	10 Yrs
Building Network Equipment Replacement - MSU Bozeman			
	Building Network Switches replacement	\$189,265	7 Yrs
Central Data Server Replacement - MSU Bozeman			
	Server Replacement	\$140,247	4 Yrs
Other Central Data Equipment Replacement - MSU Bozeman			
	Central Line Printers	\$38,500	5 Yrs
	Liebert Air Conditioner - 20 Ton	\$55,000	10 Yrs
System Security and Stability - MSU Bozeman			
	Wireless Equipment	\$29,220	4 Yrs
	Luminis Portal	\$34,288	4 Yrs
	Classroom Scheduling (changed from FY 05 to 06)	\$137,500	4 Yrs
	Other security equipment	\$58,042	4 Yrs
Telecommunications			
	PBX Software Upgrades	\$55,000	3 Yrs
	Recorded Announcers	\$22,000	10 Yrs
<b>FY 07</b>			
Networking at MSU Bozeman			
	Upgrade Building Wiring to Category 6	\$273,130	10 Yrs
Banner Equipment Replacement - Multi-Campus Plan			
	Cartman Cluster Web Server	\$18,461	4 Yrs
	Tethys Replacement	\$76,148	4 Yrs
Banner System Enhancement - Multi-Campus Plan			
	Business Continuity/Disaster Recovery	\$535,754	4 Yrs
	Other Enhancements	\$165,000	4 Yrs



Other Central Data Equipment Replacement - MSU Bozeman				
	Server Replacements		\$60,500	4 Yrs
Other Central Data Equipment Replacement - MSU Bozeman				
	Compaq DLT Mini Library		\$39,266	6 Yrs
System Security and Stability - MSU Bozeman				
	Wireless Equipment		\$11,834	4 Yrs
	Luminis Portal		\$36,051	4 Yrs
	Other security equipment		\$48,478	4 Yrs
Network Equipment Replacement				
	Building Network Equipment Replacement		\$197,744	7 Yrs
Telecommunications				
	Back-up Air Conditioner Replacement		\$11,000	10 Yrs
	PBX IPE Expansion		\$44,000	10 Yrs
Emergency Repair and/or Replacement - MSU Bozeman				
			\$200,000	4 Yrs
	Total Potential Loans Requested		<u>\$3,225,095</u>	

**NOTES:**

This document references the 11 page Information Technology Infrastructure Replacement and Telecommunications Replacement Business Plans for Montana State University.

Each Loan term is designed to reflect the useful life of the system/product being replaced or acquired.

All estimated costs have been inflated by 10% for contingency purposes.

ITEM 128-2006-R0905	Attachment #2							September 21-23, 2005		
<b>Montana State University IT Infrastructure Replacement Program - MSU-Bozeman Plan</b>										Page 1
	<b>FY 04</b>	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>	<b>FY 09</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>	<b>FY 13</b>
<b>Revenues - MSU Bozeman</b>	<b>Actual</b>	<b>Actual</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>
Switch Port Activations	\$34,325	\$35,670	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Interest Income - 1%	3,697	9,712	8,482	6,493	9,819	12,153	12,960	13,418	13,871	13,640
Land Grant OLP	150,000	150,000	330,000							
Tel R&R Contribution Seed	75,000	50,000								
Tel R&R Telephone Structured Wiring		5,883	55,883	55,883	55,883	55,883	55,883	55,883	55,883	55,883
Data Capital Actual balance-include Inventory	346,260									
Oracle Upgrade Financing	78,070	79,900	82,062							
Microsoft Litigation Settlement-see New Init-LANdesk		37,910								
ITC Compensated Balance Transfer+Other Transfers	582,829	326,893	0							
Student IT Fee Income				905,243	936,926	969,719	1,003,659	1,038,787	1,075,144	1,112,775
ITC General Operating Account-401115 Software Mtn	349,096	312,054	393,703	193,146	193,146	193,146	193,146	193,146	193,146	193,146
Institutional Commitment from General Operations				69,863	71,959	74,117	76,341	78,631	80,990	83,420
Contribution Commitment - AES				49,266	50,744	52,266	53,834	55,449	57,112	58,826
Contribution Commitment - ES & Fire Training School				40,206	41,412	42,654	43,934	45,252	46,610	48,008
Contribution Commitment - Current Restricted				190,198	195,904	201,781	207,835	214,070	220,492	227,107
Contribution Commitment - Auxillaries				92,786	95,570	98,437	101,390	104,431	107,564	110,791
<b>Total Revenues</b>	<b>\$1,619,277</b>	<b>\$1,008,022</b>	<b>\$895,130</b>	<b>\$1,628,083</b>	<b>\$1,676,362</b>	<b>\$1,725,157</b>	<b>\$1,773,981</b>	<b>\$1,824,068</b>	<b>\$1,875,813</b>	<b>\$1,928,594</b>
Student Fee Per Semester	FY 07 rate represents this			<b>35.00</b>	<b>36.23</b>	<b>37.49</b>	<b>38.81</b>	<b>40.16</b>	<b>41.57</b>	<b>43.02</b>
Percentage Increase	annual percent increase since 1998			4.27%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%
<b>MSU-Bozeman Expenditures</b>										
<b>Multi-Campus Share of Expenses</b>	\$331,060	\$413,972	\$530,500	\$616,172	\$655,284	\$833,510	\$876,380	\$917,538	\$933,133	\$917,322
Oracle Upgrade Financing	78,070	79,872	82,062							
<b>On-Going Replacements &amp; Commitments</b>										
Existing Debt Retirement-Networking	78,864	78,379	82,480	81,970	81,444	80,902	79,960	0	0	0
Existing Debt Retirement-Network Equipment	92,585	92,585								
Existing Debt Retirement-Data Servers	17,169									
Networking Debt Retirement + Cash Outlay	186,327	29,603	89,296	124,847	154,850	184,842	214,821	244,788	274,742	304,683
Network Equipment Debt Retirement + Cash Outlay	1,098	62,856	102,561	107,935	146,979	233,161	242,168	272,885	299,209	328,908
Data Servers Debt Retirement + Cash Outlay	2,231	76,368	74,235	98,955	116,444	105,181	191,968	233,686	259,132	328,325
Other Data Equipment Debt Retirement + Cash Outl	0	35,534	5,568	21,562	28,457	28,426	35,531	36,473	47,949	38,772
Total On-Going Replacements	378,273	375,325	354,140	435,268	528,172	632,511	764,448	787,832	881,032	1,000,689
<b>Potential Enhancements</b>										
New Initiatives Debt Retirement + Cash Outlay	1,085	127,969	223,659	264,261	279,694	188,359	87,329	73,442	84,784	104,239
<b>Total MSU-Bozeman Expenditures</b>	<b>\$788,488</b>	<b>\$997,138</b>	<b>\$1,190,361</b>	<b>\$1,315,701</b>	<b>\$1,463,150</b>	<b>\$1,654,380</b>	<b>\$1,728,156</b>	<b>\$1,778,812</b>	<b>\$1,898,949</b>	<b>\$2,022,250</b>
<b>Other Campuses Share in Portal Project Amortization</b>										
MSU-Billings		4,042	12,429	12,507	12,546	6,121				
MSU-Northern		1,750	5,382	5,416	5,433	2,651				
MSU-Great Falls		737	2,266	2,280	2,288	1,116				
Total	0	6,529	20,078	20,204	20,266	9,887	0	0	0	0
<b>Ending Fund Balance (not incl Inventory, AR)</b>	<b>\$830,789</b>	<b>\$848,202</b>	<b>\$649,283</b>	<b>\$981,868</b>	<b>\$1,215,346</b>	<b>\$1,296,010</b>	<b>\$1,341,835</b>	<b>\$1,387,090</b>	<b>\$1,363,954</b>	<b>\$1,270,298</b>

ITEM 128-2006-R0905	Attachment #3											September 21-23, 2005	
Montana State University Telecommunications Replacement Program - MSU-Bozeman Plan													
	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
<b>Revenues &amp; Transfers</b>													
Interest Income - 1%	8,652	2,919	1,029	3,626	2,071	2,325	2,358	2,583	2,547	2,549	2,501	2,400	
Telephone Line Charges	119,048	120,306	120,574	121,657	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	
Transfers in from ITC & Other	50,000	31,390	62,500										
<b>Total Revenues</b>	<b>177,700</b>	<b>154,615</b>	<b>184,103</b>	<b>125,283</b>	<b>122,071</b>	<b>122,325</b>	<b>122,358</b>	<b>122,583</b>	<b>122,547</b>	<b>122,549</b>	<b>122,501</b>	<b>122,400</b>	
<b>Expenditures &amp; Transfers</b>													
Debt Service - PBX Upgrades	39,612	36,839	36,809	36,787	38,175	44,952	41,398	60,057	63,726	63,726	63,726	63,726	
Debt Service - IT Data	109,808												
Air Conditioning	858	17,084	638										
Back Up Air Conditioning **												20 year life	
PBX Upgrades	26,905	23,106	50,687	7,015									
PBX Core Processor Upgrades **												10 year life	
PBX Software Upgrades **												2 year life	
PBX Software Port Capacity Expansion (RTU)					1,600	3,200	1,639	1,680	1,721	1,763	1,807	1,851	as required
PBX Succession Media Card Voice Gateway						4,500					5,081		as required
PBX Succession Signaling Server						4,500					5,081		5 year life
PBX Line Cards	3,275	46,873		2,980		5,000		5,000		5,000		5,000	as required
PBX IPE Expansion **													
Digital telephone set conversion	49,584												
Battery Backup System - 48 VDC string **													25 year life
Battery Chargers-Rectifiers **													20 year life
Power Inverter 48 VDC to 120 VAC								2,500					5 year life
Halon Fire Suppression system													25 year life; don't know when
Voice Messaging System **		7,391											10 year life;2009 EOL
Recorded Announcers **													10 year life
IT Data Equipment	76,862												
Miscellaneous Expense	662	923	111		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
Transfer to IT Data Capital Plan		85,301	75,000	55,883	55,883	55,883	55,883	55,883	55,883	55,883	55,883	55,883	
<b>Total Expenditures</b>	<b>307,566</b>	<b>217,517</b>	<b>163,245</b>	<b>102,666</b>	<b>96,658</b>	<b>119,035</b>	<b>99,920</b>	<b>126,119</b>	<b>122,330</b>	<b>127,372</b>	<b>132,579</b>	<b>127,460</b>	
<b>Ending Fund Balance</b>	<b>226,537</b>	<b>163,635</b>	<b>184,493</b>	<b>207,111</b>	<b>232,524</b>	<b>235,814</b>	<b>258,252</b>	<b>254,715</b>	<b>254,932</b>	<b>250,109</b>	<b>240,031</b>	<b>234,972</b>	
<b>Amortization Schedule</b>													Maximum 10 year loan
Back Up Air Conditioning						10,000							
						612	1,223	1,223	1,223	1,223	1,223	1,223	10 year loan @ 4%
Battery Backup System - 48 VDC string							15,000						
							917	1,835	1,835	1,835	1,835	1,835	10 year loan @ 4%
Battery Chargers-Rectifiers (Convert AC to DC)								60,000					
								3,669	7,339	7,339	7,339	7,339	10 year loan @ 4%
PBX Core Processor Upgrades								30,000					
								1,835	3,669	3,669	3,669	3,669	10 year loan @ 4%
PBX Software Upgrades					50,000			50,000			50,000		
						17,853	17,853	17,853	17,853	17,853	17,853	17,853	3 year loan @ 4%
Voice Messaging System								200,000					
								12,231	24,469	24,469	24,469	24,469	10 year loan @ 4%
Recorded Announcers					20,000								
					1,223	2,446	2,446	2,446	2,446	2,446	2,446	2,446	10 year loan @ 4%
PBX IPE Expansion-1 stack + 15 cards						40,000							
						2,446	4,893	4,893	4,893	4,893	4,893	4,893	10 year loan @ 4%
<b>Total Amortization</b>					1,223	5,504	41,398	60,057	63,726	63,726	63,726	63,726	

ITEM 128-2006-R0905				Attachment #4				September 21-23, 2005				
<b>IT CAPITAL PLAN AMORTIZATION PROJECTION FOR FUTURE LOANS (FY 06 to FY 13)</b>												
	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Networking		32,355	62,784	93,213	123,642	154,071	184,500	214,929	245,359	260,573	306,217	213,004
								198,701	198,701	198,701	198,701	198,701
Netwk Eq		28,425	28,425	28,425	28,425	28,425	28,425	<b>28,425</b>				
			29,698	29,698	29,698	29,698	29,698	29,698	<b>29,698</b>			
			136,805	136,805	136,805	97,529	97,529	97,529	97,529	<b>97,529</b>		
				36,827	36,827	36,827	36,827	36,827	36,827	36,827	<b>36,827</b>	
						29,698	29,698	29,698	29,698	29,698	29,698	<b>29,698</b>
							72,031	72,031	72,031	29,698	29,698	29,698
								29,698	29,698	29,698	29,698	29,698
Servers												
	17,405	34,809	34,809	34,809	<b>17,405</b>							
			15,016	15,016	15,016	<b>15,016</b>						
			32,773	32,773	32,773	32,773	<b>32,773</b>					
				115,711	115,711	115,711	<b>115,711</b>					
					70,186	70,186	70,186	<b>70,186</b>				
						40,462	40,462	40,462	<b>40,462</b>			
							101,967	101,967	101,967	<b>101,967</b>		
								130,748	130,748	130,748	<b>130,748</b>	
Other Data		13,909	13,909	13,909	13,909	13,909	6,116	6,116	6,116	6,116	<b>6,116</b>	
			6,925	6,925	6,925	6,925	6,925	<b>5,769</b>				
				7,138	7,138	7,138	7,138	3,590	<b>3,590</b>			
					2,500	2,500	2,500	2,500	2,500	<b>2,500</b>		
						17,250	17,250	17,250	17,250	<b>17,250</b>		
								28,518	28,518	28,518	<b>28,518</b>	
New Init	17,064	34,127	34,127	34,127	<b>17,064</b>							
	15,084	30,168	30,168	30,168	<b>15,084</b>							
		7,485	14,969	14,969	14,969	<b>7,485</b>						
			7,547	15,094	15,094	15,094	<b>7,547</b>					
				25,118	25,118	25,118	<b>25,118</b>					
					25,746	25,746	25,746	<b>25,746</b>				
						26,374	26,374	26,374	<b>26,374</b>			
							27,002	27,002	27,002	<b>27,002</b>		
								27,684	27,684	27,684	<b>27,684</b>	
Banner Eq		13,815	13,815	13,815	<b>13,815</b>							
			24,790	24,790	24,790	<b>24,790</b>						
				222,101	222,101	222,101	<b>222,101</b>					
				40,416	40,416	40,416	40,416	1,210	<b>1,210</b>			
					37,267	37,267	37,267	<b>37,267</b>				
						50,644	50,644	50,644	<b>50,644</b>			
							244,762	244,762	244,762	<b>244,762</b>		
								18,324	18,324	18,324	<b>18,324</b>	
Banner New												
	47,631	95,262	95,262	95,262	<b>47,361</b>							
			86,963	173,926	173,926	173,926	<b>86,963</b>					
			41,963	41,963	41,963	41,963	<b>41,963</b>					
				43,001	43,001	43,001	<b>43,001</b>					
					44,065	44,065	44,065	<b>44,065</b>				
						45,130	45,130	45,130	<b>45,130</b>			
							46,250	46,250	46,250	<b>46,250</b>		
								47,437	47,437	47,437	<b>47,437</b>	
Total Pmts	97,183	290,354	499,207	1,057,789	1,258,976	1,380,655	1,474,104	1,760,409	1,782,772	1,548,691	1,329,396	753,510
Ex Loan Pmt	756,697	707,085	614,735	311,232	180,174	87,048	77,384	74,754	73,541	44,921	4,453	
Grand Total	853,881	997,439	1,113,942	1,369,022	1,439,150	1,467,702	1,551,488	1,835,163	1,856,313	1,593,611	1,333,849	753,510
Revenues	895,130	1,628,083	1,676,362	1,725,157	1,773,981	1,824,068	1,875,813	1,928,594	1,982,595	2,038,108	2,095,175	2,153,840
Fund Balance	649,283	981,868	1,215,346	1,296,010	1,341,835	1,387,090	1,363,954	1,270,298				

September 21-23, 2005

**ITEM 128-2005-R0905                      Authorization to Execute a  
Utility Easement with the City of Bozeman; Montana State  
University-Bozeman**

**THAT:**                                              The Board of Regents of Higher Education authorizes MSU-Bozeman to execute a Utility Easement with the City of Bozeman to establish a Utility Easement through MSU/Montana Agricultural Experiment Station (MAES) property along Fowler Avenue – Extended.

**EXPLANATION:**                                              1.     The MSU-Bozeman campus includes approximately 460 acres of land immediately adjacent to the limits of the City of Bozeman, which is used primarily by the College of Agriculture and the MAES for instruction and research. This tract of land lies across the path of planned major infrastructure expansions required to support the orderly annexation and development of a significant area to the south.

2.     The City of Bozeman and Gallatin County desire and support the annexation and development of properties south of the MSU-Bozeman campus to accommodate urban, rather than rural, property densities. Urban density development is anticipated and supported by a range of planning documents including, but not limited to, the 2020 Community Master Plan, the Bozeman Area Transportation Plan, the Water Facility Plan, the Wastewater Facility Plan, virtually every recently updated City of Bozeman planning document.

3.     The City of Bozeman has requested that MSU/MAES provide the easement to facilitate the orderly expansion of infrastructure, and thus the orderly growth of the city, in a way that will protect the welfare of both current and future citizens.

4.     A draft of the Sanitary Sewer Pipeline and Access Easement and Agreement, legal description and plat drawing are attached for reference.

5. The appraised value of the easement, as confirmed by an independent appraiser hired by MSU, is \$37,515. However, MSU has negotiated to receive \$56,272.50 in compensation for the easement. This amount satisfies the fair market value requirement noted in Regents Policy 1006.3, IV.

## **ATTACHMENTS**

4 attachments

# ITEM 128-2005-R0905 Attachment 1

Extra line breaks in this message were removed. High Importance Item

From: bigskyomfs@aol.com Sent: Thu 8/25/2005 8:56 AM  
To: Lashaway, Robert  
Cc:  
Subject: Fowler Easement Compensation

Bob,

Thank you for all of your assistance in coordinating the easement agreement.  
Per our conversation yesterday, we will accept Dr. Jacobsen's proposal for compensation to MSU for the easement. In review, this will be the easement acreage X the appraised value with a good will payment of 50% over the appraised value.

# of acres (per Allied Engineering): 1.83  
Appraised value per acre (\$20,500)

1.83 x \$20,500= \$37,515

\$37,515 x 1.5= \$56,272.50 (compensation to MSU for Fowler Easement)

Again, thank you and your staff for all their assistance. Please contact me if you have any questions.

Sincerely,  
Lance Lerner

Start | Regents - Mic... | BOR - Fowler U... | Fowler Easem... | september age... | Admin-Budget | Adobe Acrobat... | 3:30 PM

**SANITARY SEWER PIPELINE AND ACCESS EASEMENT AND AGREEMENT**

\_\_\_\_\_, the GRANTOR(S), in consideration of one dollar and other good and valuable consideration, receipt of which is acknowledged, grant(s) to the City of Bozeman GRANTEE, its successors and assigns, a perpetual easement to lay, construct and maintain approximately 2,650 feet (sewer) pipelines with the usual manholes, connections, accessories, and appurtenances for the purpose of transmitting wastewater in, through, and across a strip of land situated in Gallatin County, Montana, thirty ( 30 ) feet wide to be located on the following described real property:

BEING ON A PORTION OF THE SOUTHEAST QUARTER AND THE NORTHEAST QUARTER OF SECTION 15, AND THE NORTHEAST QUARTER OF SECTION 14, TOWNSHIP 2 SOUTH, RANGE 5 EAST, PRINCIPAL MERIDIAN MONTANA, GALLATIN COUNTY, MONTANA

The easement is more particularly described on the attached Exhibits which by this reference are made a part hereof.

This grant includes the right of the GRANTEE, its successors, permittees, licensees, and assigns and its and their agents and employees, to enter at all times upon the above-described land by using existing roads or trails or otherwise by a route causing the least damage and inconvenience to the GRANTOR(S) in order to survey and establish the route and location of the easement and the pipeline and to:

- (1) Construct, operate, patrol, repair, substitute, remove, enlarge, replace, and maintain the pipeline, services, connections, accessories and appurtenances;
- (2) Trim, remove, destroy, or otherwise control any trees and brush inside or outside the boundaries of the easement which may, in the opinion of the GRANTEE, interfere or threaten to interfere with or be hazardous to the construction, operation and maintenance of the pipeline;
- (3) Grade the land subject to this easement and extend the cuts and fills of this grading into and on the land adjacent to that which is subject to this easement to the extent GRANTEE may find reasonably necessary; and
- (4) Support the pipeline across ravines and water courses with structures which GRANTEE deems necessary.



**THE GRANTEE AGREES:**

- (1) That, in connection with the construction, operating, patrolling, repairing, substituting, removing, enlarging, replacing, and maintaining of said water pipeline, it will repair or replace, at its sole expense, or pay to GRANTOR(S) the reasonable value of any damages to growing crops, existing fences, ditches, and other appurtenances of said land that may be disturbed by its operation.
- (2) That, during operations involving excavation, it will remove the topsoil from the trenched area to a depth of one foot, or to the full depth of the topsoil, whichever is less, and stockpile said top soil for replacement over the trench. It will remove from the site any large rocks or surplus excavating material or any debris that may have been exposed by the excavation and remains after backfilling is completed. And, it will leave the finished surface in substantially the same condition as existed prior to the beginning of operations except that the surface of backfilled areas may be mounded sufficiently to prevent the formation of depressions after final settlement has taken place.

**THE GRANTOR(S) AGREES:**

- (1) At no time will they build, construct, erect or maintain any permanent structure within the boundaries of said easement without the prior written consent of GRANTEE.
- (2) At no time will they modify the finished grade of the land over the pipeline by removal of existing soil or by placement of fill material within the boundaries of said easement without the prior written consent of the GRANTEE.
- (3) The GRANTOR(S) warrants that they are lawfully seized and possessed of the real property described above, that they have a lawful right to convey the property, or any part of it, and that they will forever defend the title to this property against the claims of all persons.

- (4) The GRANTEE may peaceably hold and enjoy the rights and privileges herein granted without any interruption by the GRANTOR(S). The terms, covenants and provisions of this easement and agreement shall extend to and be binding upon the heirs, executors, administrators, personal representatives, successors and assigns of the parties hereto.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_\_.

\_\_\_\_\_  
GRANTOR

**INDIVIDUAL**

STATE OF MONTANA            )  
                                          ) ss.  
County of Gallatin            )

On this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_, before me the undersigned, a Notary Public for the State of Montana, personally appeared \_\_\_\_\_, known to me to be the person whose name is subscribed to the within instrument, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my Notarial Seal the day and year above written.

(SEAL)

\_\_\_\_\_  
Notary Public for the State of Montana

\_\_\_\_\_  
(Printed Name)  
Residing at \_\_\_\_\_  
My Commission Expires \_\_\_\_/\_\_\_\_/20\_\_\_\_

**CORPORATE**

STATE OF MONTANA        )  
                                          ) ss.  
County of Gallatin        )

On this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_, before me the undersigned, a Notary Public for the State of Montana, personally appeared, \_\_\_\_\_, known to me to be the \_\_\_\_\_ of \_\_\_\_\_ and the person whose name is subscribed to the within instrument and acknowledged to me that he executed the within instrument for and on behalf of \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my Notarial Seal the day and year first above written.

(SEAL)

\_\_\_\_\_  
Notary Public for the State of Montana

(Printed Name)  
Residing in \_\_\_\_\_  
My Commission Expires \_\_\_\_/\_\_\_\_/20\_\_\_\_

ACCEPTED:

\_\_\_\_\_  
CITY OF BOZEMAN  
by its \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Clerk of the City Commission

STATE OF MONTANA        )  
                                          ) ss.  
County of Gallatin        )

On this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_, before me, a Notary Public for the State of Montana, personally appeared CHRIS A. KUKULSKI and ROBIN L. SULLIVAN, known to me to be the City Manager and Clerk of the City Commission for the City of Bozeman and the persons whose names are subscribed to the within instrument, and acknowledged to me that they executed the same for and on behalf of the City of Bozeman.

**ITEM 128-2005-R0905: attachment 2**

**Page 6 of 6**

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my seal on the day and year first above written.

(SEAL)

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Notary Public for the State of Montana

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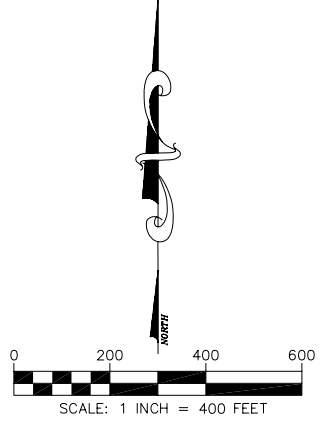
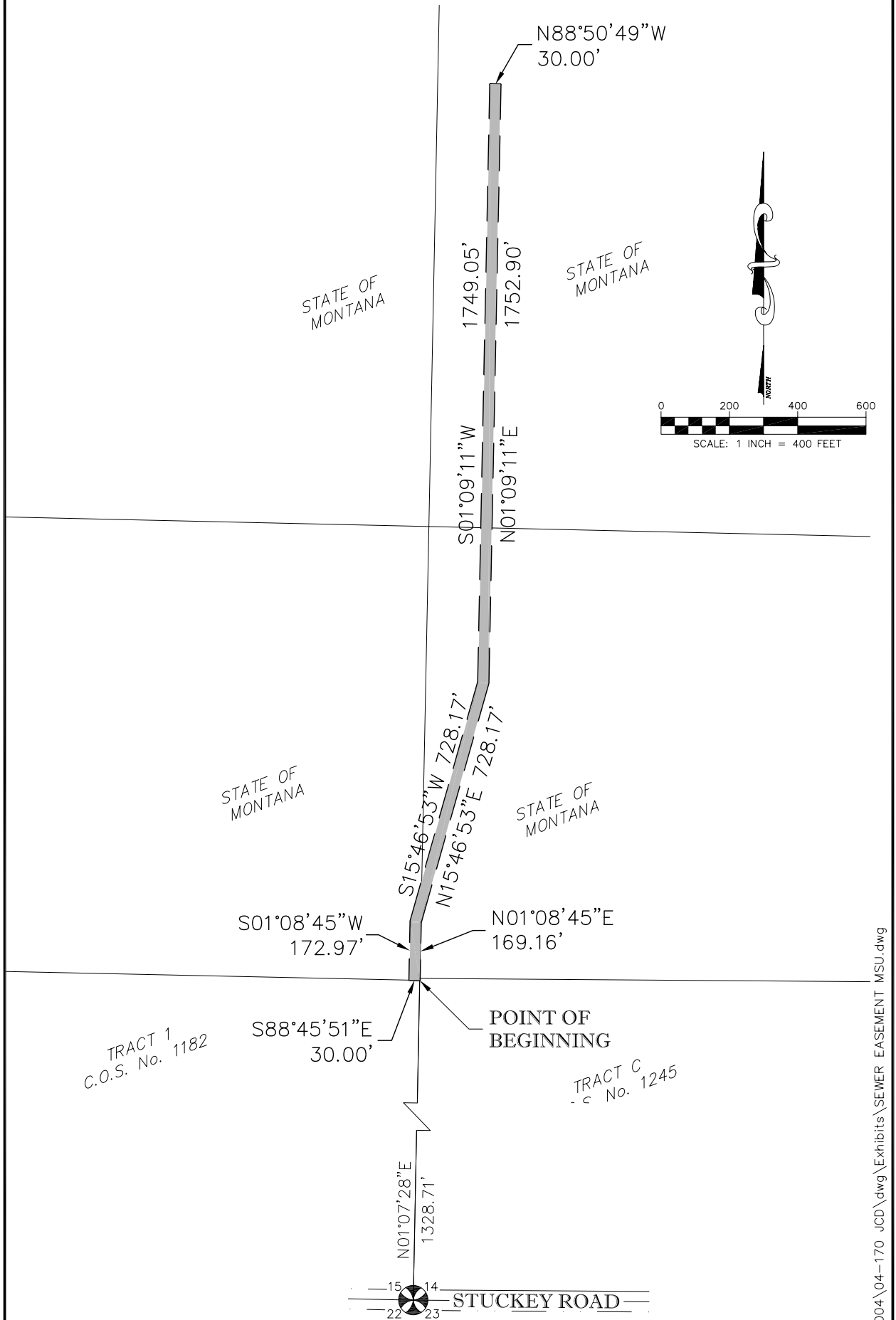
(Printed Name)

Residing at Bozeman, Montana

My Commission Expires: \_\_\_/\_\_\_/20\_\_\_

# EXHIBIT

30 FOOT WIDE PUBLIC UTILITY EASEMENT  
 LOCATED IN THE SOUTHEAST ONE-QUARTER AND  
 THE NORTHEAST ONE-QUARTER OF SECTION 15,  
 AND THE NORTHWEST ONE-QUARTER OF SECTION 14,  
 TOWNSHIP 2 SOUTH, RANGE 5 EAST, PRINCIPAL MERIDIAN MONTANA,  
 CITY OF BOZEMAN, GALLATIN COUNTY, MONTANA



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1/4	Sec.	T.	R.
<input checked="" type="checkbox"/>	7	2S	6E



Civil Engineering  
 Land Surveying  
 Geotechnical Engineering  
 Structural Engineering

32 DISCOVERY DRIVE  
 BOZEMAN, MT 59718  
 PHONE (406) 582-0221  
 FAX (406) 582-5770

PROJECT SURVEYOR: KIT	SHEET 2 OF 2
DRAWN BY: KWO	PROJECT No. 03-007
REVIEWED BY: GLF	Exhibit.dwg
DATE: 07/17/03	

LEGAL DESCRIPTION

A 30 foot wide Public Utility Easement located in the Southeast One-Quarter and the Northeast One-Quarter of Section 15, and the Northeast One-Quarter of Section 14, Township 2 South, Range 5 East, Principal Meridian Montana, City of Bozeman, Gallatin County, Montana, and being further described as follows;

Beginning at a point which bears North 01°07'28" East, a distance of 1328.71 feet from the Southeast Corner of said Section 15, said point being on the north line of Tract 1 of Certificate of Survey No. 1182;

thence North 01°08'45" East, a distance of 169.16 feet;  
 thence North 15°46'53" East, a distance of 728.17 feet;  
 thence North 01°09'11" East, a distance of 1752.90 feet;  
 thence North 88°50'49" West, a distance of 30.00 feet;  
 thence South 01°09'11" West, a distance of 1749.05 feet;  
 thence South 15°46'53" West, a distance of 728.17 feet;  
 thence South 01°08'45" West, a distance of 172.97 feet;  
 thence South 88°45'51" East, a distance of 30.00 feet;  
 to the Point of Beginning.

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1/4	Sec.	T.	R.
☒	14	2S	5E
☒	15	2S	5E



Civil Engineering  
 Land Surveying  
 Geotechnical Engineering  
 Structural Engineering

32 DISCOVERY DRIVE  
 BOZEMAN, MT 59718  
 PHONE (406) 582-0221  
 FAX (406) 582-5770

PROJECT SURVEYOR: KIT
DRAWN BY: KWO
REVIEWED BY: KIT
DATE: 04/19/05

SHEET 1 OF 2
PROJECT No. 04-170
SEWER EASEMENT MSU.dwg

**September 21-23, 2005**

**ITEM 128-2702-R0905                      Authorization to  
Execute Purchase of Property; Montana State  
University-Billings**

**THAT:**                                              The Board of Regents of the Montana University System authorize Montana State University-Billings, following appropriate reviews and approvals, to execute the purchase of property immediately adjacent to the College of Technology (COT) campus contingent upon final appraisal.

**EXPLANATION:**

1. The COT resides in a 125,000 sf building on 20.03 acres which was transferred from the Yellowstone County School District # 2 (SD # 2) to the Montana University System in the mid-1980's along with the responsibility for postsecondary occupational education.
2. The 57<sup>th</sup> Legislative Assembly funded a Facility Planning Study which outlined a \$10M need for the COT Campus and identified two parcels of property for future expansion.
3. The U.S. Department of Housing and Urban Development (HUD) granted \$1M to renovate a portion of the COT (approved by the BOR # 116-2702-R0902). Other Federal appropriations given to the COT for enhancement of two year educations are: \$396,800 for the Healthcare Career Pathways Program, \$745,575 for Process Plant Operator Training; \$438,398 for the Healthcare Degree and Certificate Program, and \$695,450 for the Computer Technology Program.
4. The 59<sup>th</sup> Legislative Assembly appropriated the remaining \$9M to meet the infrastructure needs of the COT.
5. The two adjacent parcels of property which were identified were 7.25 acres of SD # 2 property to the North (approved for acquisition by the BOR # 103-2702-R0599) and 6.14 acres



of private property to the west.

6. The appraised value of the 6.14 acres is being established by a certified appraiser, engaged by MSU – Billings. The seller is requesting \$1,500,000 for the purchase of the property.

7. To purchase the 6.14 acres, MSU – Billings will seek an INTERCAP loan in the amount of \$1,000,000 and an internal loan of \$500,000.

8. This project requires authorization of the Board of Regents, both for the purchase itself and for the INTERCAP loan. Final purchase and loan document(s) will be executed by MSU-Billings upon the review and approval by MSU and MUS Legal Counsel, the President of MSU, and the Commissioner of Higher Education.

**ATTACHMENTS:**

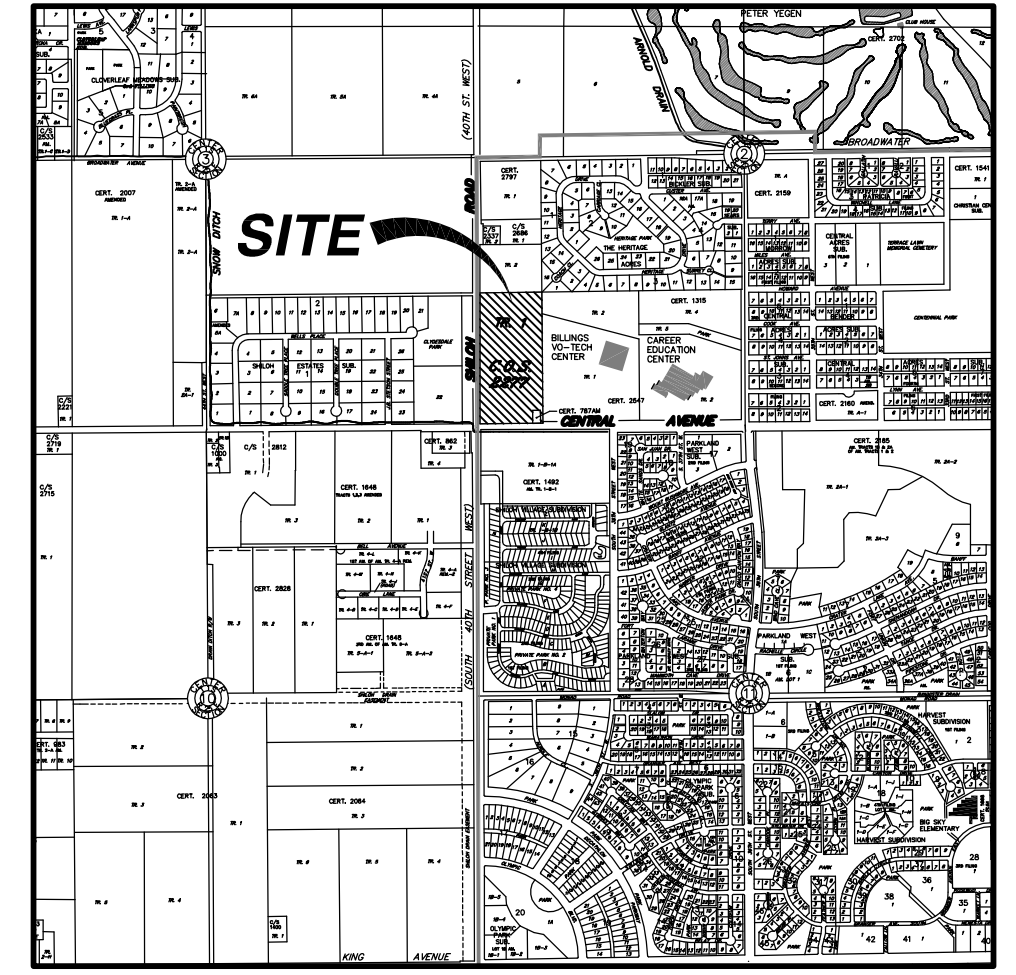
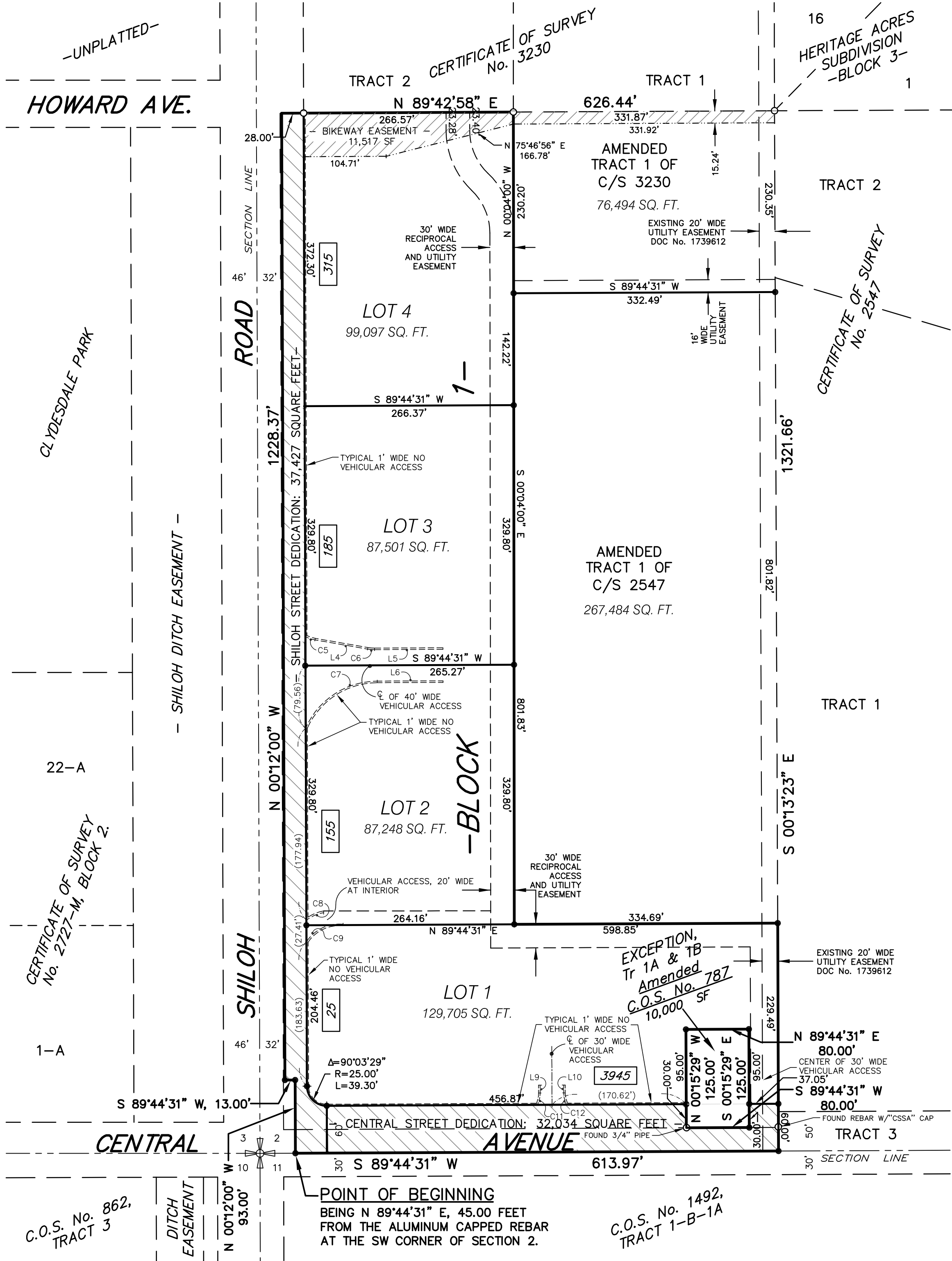
Plat of property  
Copy of appraisal [to be submitted at Board Meeting]  
Copy of financing and repayment plan

# PLAT OF SHILOH CORNER SUBDIVISION

BEING TRACT 1, CERTIFICATE OF SURVEY No. 2277  
LOCATED IN THE SW1/4 OF SECTION 2, T. 1 S., R. 25 E., P.M.M.  
YELLOWSTONE COUNTY, MONTANA

PREPARED FOR: KEYSTONE, INC.  
PREPARED BY: ENGINEERING, INC.  
SCALE: 1" = 100'

SEPTEMBER 2004  
BILLINGS, MONTANA



VICINITY MAP  
NOT TO SCALE

### LINE DATA FOR EASEMENTS:

LINE	BEARING	DISTANCE	LINE	BEARING	DISTANCE
L1	S 80°07'06" E	15.59'	L6	N 89°44'40" E	83.71'
L2	N 89°44'31" E	175.11'	L7	S 84°35'53" E	75.25'
L3	N 89°44'31" E	175.11'	L8	S 00°15'29" E	3.88'
L4	N 80°07'06" W	67.85'	L9	S 00°15'29" E	10.00'
L5	N 89°44'40" E	89.98'	L10	S 00°15'29" E	10.00'

### CURVE DATA FOR EASEMENTS:

CURVE	DELTA	RADIUS	LENGTH	CHORD BEARING	CHORD LENGTH
C1	19°05'48"	40.00'	13.33'	S 70°34'12" E	13.27'
C2	10°08'22"	40.00'	7.08'	S 85°11'18" E	7.07'
C3	89°48'31"	15.00'	23.51'	N 44°50'16" E	21.18'
C4	90°11'29"	15.00'	23.61'	N 45°09'44" W	21.25'
C5	19°05'14"	40.00'	13.33'	S 70°34'29" E	13.26'
C6	10°08'14"	50.00'	8.85'	S 85°11'13" E	8.83'
C7	66°09'03"	100.00'	115.45'	N 56°40'09" E	109.15'
C8	27°45'57"	49.50'	23.99'	N 66°22'39" E	23.75'
C9	61°53'36"	50.00'	54.01'	N 64°23'56" E	51.42'
C10	84°20'25"	25.00'	36.80'	S 42°25'41" E	33.57'
C11	25°22'35"	35.00'	15.50'	N 12°25'49" E	15.38'
C12	25°22'34"	35.00'	15.50'	N 12°56'46" W	15.38'

### BASIS OF BEARINGS:

CERTIFICATE OF SURVEY No. 2277.

o = FOUND SURVEY MONUMENT, AS NOTED.

• = SET 5/8"x18" REBAR WITH CAP MARKED WITH THE LICENSE NUMBER OF THE UNDERSIGNED LAND SURVEYOR AND "ENGINEERING INC BILLINGS MT".

1234 = TYPICAL STREET ADDRESS

### CERTIFICATE OF DEDICATION:

STATE OF MONTANA )  
                                  ) :ss  
County of Yellowstone )

KNOW ALL MEN BY THESE PRESENTS: That Hines Motor Supply, Inc.; the owner of the following described tract of land, does hereby certify that he has caused to be surveyed, subdivided and platted into lots, blocks and streets as shown on the annexed plat, said tract being situated in the SW1/4 of Section 2, T. 1 S., R. 25 E., P.M.M., Yellowstone County, Montana, said tract being more particularly described as follows, to-wit:

Beginning at a point which is situated N 89°44'31" E a distance of 45.00 feet from the southwest corner of Section 2, T. 1 S., R. 25 E., P.M.M.; thence, N 00°12'00" W a distance of 93.00 feet; thence, S 89°44'31" W a distance of 13.00 feet; thence, N 00°12'00" W a distance of 1228.37 feet; thence, N 89°42'58" E a distance of 626.44 feet; thence, S 00°13'23" E a distance of 1321.66 feet; thence, S 88°44'31" W a distance of 613.97 feet to the point of beginning.

EXCEPTING THEREFROM Tracts 1A and 1B, Amended Certificate of Survey No. 787.

There is no park requirement for this non-residential subdivision pursuant to Section 76-3-621(3)(c), M.C.A.

The undersigned hereby grants unto all utility companies, as such are defined and established by Montana Law, and cable television companies, an easement for the location, maintenance, repair and removal of their lines over, under and across the areas designated on the plat as "UTILITY EASEMENT" to have and hold forever.

Said tract to be known and designated as SHILOH CORNER SUBDIVISION, and the lands included in all streets, avenues and roads as shown on annexed plat are hereby granted and denoted to the use of the public forever.

SHILOH PROPERTIES LLC

By \_\_\_\_\_  
Gary H. Hines, \_\_\_\_\_

STATE OF MONTANA )  
                                  ) :ss  
County of Yellowstone )

On this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, before me the undersigned Notary Public for the State of Montana, personally appeared Gary H. Hines, known to me to be the person who signed the foregoing instrument as \_\_\_\_\_ of Shiloh Properties LLC, and acknowledged to me that said corporation executed the same. Witness my hand and seal the day and year herein above written.

Notary Public in and for the State of Montana  
Printed Name \_\_\_\_\_  
Residing at \_\_\_\_\_  
My commission expires \_\_\_\_\_

### CERTIFICATE OF SURVEYOR:

STATE OF MONTANA )  
                                  ) :ss  
County of Yellowstone )

The undersigned, a Montana Registered Land Surveyor being first duly sworn, deposes and says that during the month of September, 2004, a survey was performed under his supervision of a tract of land to be known as SHILOH CORNER SUBDIVISION, in accordance with the request of the owners thereof and in conformance with the Montana Subdivision and Platting Act; said subdivision, description of boundaries and dimensions being in accordance with the Certificate of Dedication and as shown on the annexed plat; that the monuments found and set are of the character and occupy the positions shown thereon and that the gross area is 816,991 square feet and net area is 747,529 square feet.

ENGINEERING, INC.

By \_\_\_\_\_  
Montana Registration No. \_\_\_\_\_

Subscribed and sworn to before me, a Notary Public in and for the State of Montana, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Notary Public in and for the State of Montana  
Printed Name \_\_\_\_\_  
Residing at Billings, Montana  
My commission expires \_\_\_\_\_

### CERTIFICATE OF APPROVAL BY CITY ENGINEER'S OFFICE:

STATE OF MONTANA )  
                                  ) :ss  
County of Yellowstone )

I hereby certify that the annexed and foregoing plat conforms with Section 76-4-125(2)(a), M.C.A., for the removal of sanitary restrictions since the plat is inside a master planning area and the lots will be provided with municipal facilities for the supply of water and the disposal of sewage and solid waste.

IN WITNESS WHEREOF, I have executed this CERTIFICATE OF APPROVAL this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

City Engineer's Office

### NOTICE OF PLANNING BOARD APPROVAL:

STATE OF MONTANA )  
                                  ) :ss  
County of Yellowstone )

This plat has been approved for filing by the Yellowstone County Board of Planning and conforms to the recommendations of this board.

Date \_\_\_\_\_  
President \_\_\_\_\_

Executive Secretary \_\_\_\_\_

### ERRORS AND OMISSIONS REVIEW:

I hereby certify that I have examined the annexed plat for errors and omissions in calculations and drafting on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Examining Land Surveyor \_\_\_\_\_

### CERTIFICATE OF CITY ATTORNEY:

This document has been reviewed by the City Attorney's office and is acceptable as to form.

Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

### CERTIFICATE OF CITY COUNCIL APPROVAL:

STATE OF MONTANA )  
                                  ) :ss  
County of Yellowstone )

We hereby certify that we have examined the annexed and foregoing PLAT OF SHILOH CORNER SUBDIVISION, and find that said plat conforms with the requirements of the laws of the State of Montana, and the requirements of The Yellowstone County Board of Planning. It is therefore approved and the dedication to public use of any and all lands shown on this plat as being dedicated to such use are accepted.

IN WITNESS WHEREOF, we have set our hands and the seal of the CITY OF BILLINGS, MONTANA, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

CITY OF BILLINGS, MONTANA

By: \_\_\_\_\_  
Mayor

Attest: \_\_\_\_\_  
City Clerk

### SUBDIVISION IMPROVEMENT AGREEMENT:

Document No. \_\_\_\_\_

### RECIPROCAL ACCESS EASEMENT:

Document No. \_\_\_\_\_

### CONSENT TO PLATTING:

Document No. \_\_\_\_\_

September 21-23, 2005

**ITEM 128-2804-R0905                      Application to Acquire the  
Former BLM Lewistown Field Office at Public Benefit  
Allowance Discount for Educational Purpose through the U.  
S. Department of Education; Montana State University-  
Northern**

**THAT:**                                              Pursuant to Montana Board of Regents Policy 1003.6.V, the Board of Regents of the Montana University System authorizes Montana State University - Northern to accept the conveyance of surplus federal real property for educational purposes. Property is defined as:

BLM Lewistown Field Office, 80 Airport Road, Lewistown, Fergus County, Montana. The property consists of a 15,232 square foot office building, a 6,000 square foot warehouse, vehicle parking shed, garage, and storage shed situated on 3.6562 acres of land.

Instructional programs are usually eligible for a full 100% discount on the acquisition price on the property.

**EXPLANATION:**                                              In 1995, MSUN began a formal partnership with Educational Opportunities for Central Montana, Inc. (EOCM) to provide post secondary educational opportunities to people in and around Lewistown, Montana. Methods of instructional delivery include local faculty, visiting professors and adjunct, as well as distance learning via interactive video conferencing and computer-assisted coursework.

EOCM was formed in 1985 to provide college courses and professional training to people in the region. The purpose of EOCM is to offer a rural educational outreach program to provide accessible quality training, higher education, and life-long learning opportunities that meet the needs of individuals and groups within a six county area.

Through MSUN's partnership with EOCM, current MSUN coursework available in Lewistown includes; general education core requirements, a transferable Associate of Arts degree, an associates or bachelors degree in Nursing and course work leading to a bachelors or masters degree in Education. In 1997, due to community and state demand, MSUN created, in partnership with both EOCM and the Central Montana Medical Center, the nursing program in Lewistown - which to date has

graduated over 116 Registered Nurses.

The acquisition of this property would allow MSUN to consolidate all course offerings into one location, improve classroom and lab space and establish a defined presence in the community. Currently our classes are being offered in various locations in Lewistown. The local high school has been accommodating in allowing us to use their classrooms – but only after normal school hours which limit class offerings to evenings and weekends. The local hospital has allowed use of space in the basement of one wing of the hospital. While use of this space has been appreciated, it has very limited functionality for the capacity-enrolled nursing program. The additional space would enhance services to students as all staff and faculty would be located together and additional student meeting and study areas would be available.

The space provided by the BLM building will also allow MSUN to explore new instructional programs which cannot be provided with existing facilities. For example, possibilities include converting the warehouse into a vocational classroom to provide agricultural science and other career and technical workshops or courses.

With an anticipated 100% discount on the acquisition cost, funding would still be needed for renovations and ongoing operations and maintenance costs. To date, EOCM has raised \$1,131,400. This is comprised of a federal grant from HUD for \$498,900 and \$632,500 in pledges from individuals and businesses. The EOCM Board of Directors has approved these funds to be used for the renovation of the BLM property if MSUN is successful in its application and authorization for conveyance of the property. This amount would provide the necessary funding to renovate the property to serve the needs of our current programs. Ongoing operations and maintenance expenses would be substantially funded by the creation of an additional mandatory Lewistown Building Fee (see ITEM 128-2805-R0905).

**ATTACHMENTS:** 1) July 20, 2005, application cover letter from Barbara Shawyer, Federal Real Property Assistance Program, U.S. Department of Education.

2) MSUN's Application for Public Benefit Allowance Acquisition of Surplus Federal Real Property for Educational Purpose. Exhibits 1-5 excluded (are available upon request).

- 3) Exhibit 6, Environmental Analysis on BLM property.
- 4) General information regarding terms and conditions imposed upon the conveyance of surplus federal real property.
- 5) Resolution required if acceptance of conveyance is approved.

Email: Barbara.Shawyer@ed.gov

September 7, 2005

Dr. Alex Capdeville  
Chancellor  
Montana State University Northern  
200 Cowan Hall  
P.O. Box 7751  
Havre, MT 59501

Dear Dr. Capdeville:

Thank you for advising me of the Montana State University Northern's possible interest in acquiring the former BLM Lewistown Field Office property in Lewistown, Montana.

Enclosed are copies of the materials that will be required to prepare an application to acquire the former BLM Lewistown Field Office property at public benefit allowance discount for educational purposes through the U.S. Department of Education.

Please recognize that the application process is competitive in nature. Other organizations may also have expressed interest in acquiring this property through the U.S. Department of Education or through similar programs conducted by other Federal government agencies. Your proposal must therefore convincingly demonstrate that the highest and best use of the former BLM Lewistown Field Office property will be achieved through implementation of the educational programs set forth in your application.

If your application is approved, it will comprise a contractual obligation that will be binding upon the Montana State University Northern for a period of thirty (30) years. In order to avoid the possibility of future misunderstanding, your proposed program of use should be as specific as possible and provide a clear, unambiguous commitment to conduct certain educational programs throughout the entire facility and should demonstrate that you have an immediate need and ability to use all of the property requested.

It would be advisable to additionally note that the nature and content of the programs proposed in your application determine the exact amount of the public benefit allowance discount. Instructional programs are usually eligible for a full 100 percent discount while other activities may qualify at lesser discounts; thereby requiring that the applicant pay at least some percentage of the acquisition price of the property.

Since the application process is governed by fairly stringent time limitations that have been established under Federal regulations, ***your completed application must be received by 5 p.m. CDT on Friday, August 19, 2005, at the Washington, D.C. office.*** (Facsimile transmissions will be accepted at the number noted above.) I realize that this deadline may be difficult to meet, but I encourage you to try to submit an application within the time allotted under Federal regulations if you remain interested in the property.

If you have not already done so, I'd like to encourage you to make arrangements to tour the property prior to submitting your application. Please contact Ms. Linda Perry at (817) 978-4246 and she will put you in touch with the project manager.

If you have any questions regarding the application process or would like electronic files of the application, or have questions about the former BLM Lewistown Field Office property, I encourage you to feel free to contact me at your convenience. I look forward to receiving your application by August 19<sup>th</sup>.

Sincerely,

Barbara L. Shawyer  
Federal Real Property Assistance Program

Enclosures

**APPLICATION FOR PUBLIC BENEFIT ALLOWANCE ACQUISITION OF SURPLUS  
FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES**

Public Law 81-152

August 19, 2005

**Identification of applicant**

Montana State University - Northern (MSUN)  
300 West 11<sup>th</sup> Street  
Havre Montana 59501  
Telephone: 406-265-3509/ Fax: 406-265-3511

E-mail: [cjensen@msun.edu](mailto:cjensen@msun.edu) Chuck Jensen, Vice Chancellor. Designated MSUN contact person.

Authorized representative:

Dr. Alex Capdeville, Chancellor MSUN or designee.

All acquisition of real property by purchase or gift must be approved by the Montana Board of Regents (BOR). MSUN will be presenting to the BOR at the September 21-23, 2005 meeting a request to acquire this property. See BOR Policy 1003.6 V. (Attachment 1)

Private, non-profit organizations must additionally provide copies of the Internal Revenue Service's tax-exempt status determination letter.

N/A -- MSUN is a component unit of the State of Montana.

1) **Description of property requested**

The BLM Lewistown Field Office is located at 80 Airport Road, Lewistown, Fergus County, Montana 59457. The property consists of a 15,232 square foot office building, a heated warehouse of approximately 6,000 square feet, a multiple vehicle parking garage, a fuel storage shed, and several paved lots situated on 3.6562 acres of land. Maps of the location and property are Exhibits 2 and 3.

MSUN certifies that program usage will comply with all state and local planning and zoning regulations and building codes after acquiring title to the property.

No related personal property is requested.



2) **Applicant's current facilities**

The MSUN campus is located in Havre Montana. The campus is comprised of 113.3 acres with a total of 21 instructional, administration and residential buildings. Gross square footage of 371,082 with a replacement value of \$59,088,207. MSUN has no facilities leased to other organizations.

3) **Proposed program and plan of use**

In cooperation with Educational Opportunities for Central Montana (EOCM), MSUN currently coordinates and provides adult education offerings, college coursework, and professional training for a six-county area that totals 12,367 square miles in land area. The nearest colleges are over 120 miles away. EOCM is located in Lewistown, Montana, which is centrally located and serves a six county area for shopping, financial, medical, educational and other services.

Since 1985, EOCM in cooperation with MSUN has provided educational offerings at night, utilizing rented classrooms at school district buildings and in the basement of the local hospital. If MSUN were to acquire the vacated BLM property, it would be remodeled (using current private donations and grants) into classroom and office space that would facilitate a Central Montana Education Center. Obtaining the BLM property would allow course offerings during both the day and in the evenings and allow for expansion of course offerings by expanding classroom, lab, and office facilities.

The acquisition of the BLM property would not create another college, but rather provide adequate space to better serve our existing students, programs and course/workshops. EOCM has partnered with MSUN for several years to provide these offerings. Coursework is available for general education core requirements, a transferable Associate of Arts degree, an associates or bachelors degree in Nursing, computer technology, and course work leading to a bachelors or masters degree in Education. Courses are taught either through the interactive-TV classroom at the local hospital or through adjunct faculty using classroom space in local school district buildings. The BLM property would provide needed space for existing programs and also allow for some expansion into areas such as technology, business, and agricultural science.

Due to community and state demand, MSUN created another nursing program site in Lewistown in 1997 and to date has graduated over 116 Registered Nurses at this site. There is a higher than average need for nurses in the Lewistown area due to the local hospital, a smaller hospital sixty miles away, five nursing homes, the State Mental Health Nursing Care Center, doctors' clinic, and home health care system.

The acquisition of the building would also mean that professional training could be provided for businesses and individuals in need of computer technology, carpentry and welding skills, mechanical and diesel technologies, and office assistant/secretarial skills. Customized training could also be developed to meet area business needs and requests. A number of groups that may use the facility on an intermittent basis to meet training and professional development needs. For example, potential users include:

- Professional Organizations (Attorneys, Accountants, Engineers needing continuing education and recertification)
- Hospital (First Responders/EMT's, Certified Nurses Aide training, etc.)
- Government Agencies (City, County, State and Federal workers requiring policy and legislative updates, meetings, and professional development)
- Agricultural Organizations (Cooperative Extension, Farm Bureau, Ag industry providing training on current practices and new products)
- Finance, Insurance, Real Estate (Training and continuing education)
- Community Groups, Service Clubs, and Civic Organizations (seminars, workshops and broadcasts through interactive-TV classroom venue)
- Senior Citizens (classes in collaboration with Council on Aging to address estate planning, social security, aging issues, and other senior concerns)
- Educators (Recertification, continuing education credits, training seminars)
- Community Safety (Fire, Police, Public Health seminars and workshops)
- One Stop Workforce Development System

There will be approximately four full-time staff members (one administrator, two secretarial, one custodian), four full-time faculty members and 30 part-time faculty/instructors, and approximately 1,000 students (predominately part-time) served each year by a variety of educational offerings.

The property will be utilized daily, excluding Sundays and major holidays.

Because MSUN is a state government entity, all construction and/or remodeling projects would need to be coordinated through the State of Montana Architectural and Engineering Division. A project of this size would take an estimated 18 months to remodel after the property had been conveyed. If, for example, conveyance were to be completed by the end of December 2005, full utilization of the facility would be Fall Semester 2007 (September 1, 2007). In view of this timeframe, this proposal requests the project be reviewed for designation as a "major construction or renovation" project.

No buildings are proposed for demolition. The renovation of the interior of the office building will accommodate 6 classrooms/laboratories and 8-10 offices/work areas.

**List of buildings and structures which will be required to implement your proposed program.**

<u>Bldg. #</u>	<u>Name/Description</u>	<u>Proposed Use</u>	<u>Date Use to Begin</u>	<u>Approximate Cost</u>
1	Office Building	Classrooms & Offices	Within 18 mos.	\$1 million
2	Shop Building	Vocational/Ag classes	Within 24 mos.	Equipment only

MSUN intends to use all of the BLM property for educational purposes. Please refer back to section *4) A. Proposed Program and Plan of Use* for details. No research or experimentation is proposed for this site.

See Exhibits 3 and 4 for the plot map of the property and the proposed floor plan.

**I. Public benefit allowance.**

MSUN is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and the Montana State Board of Nursing. All education programs are accredited by the Montana Board of Public Education and the National Council of Accreditation for Teacher Education (NCATE). Other academic programs that are currently offered in Lewistown are also accredited by their respective academic accrediting bodies.

MSUN does not receive any Federal assistance as the result of Federal activities upon the community.

If government entities wish to collaborate to provide professional development or training for their personnel, MSUN would make every attempt to work with them and meet their needs.

MSUN feels utilization of this property for instructional programs would help address the educational and training needs of people living in this rural location in Montana. While the need for the property does not arise from such issues as fire or disaster, classes are currently being offered in various locations in Lewistown. The local high school has been accommodating in allowing MSUN to use their classrooms – but only after normal school hours which limits class offerings to evenings and weekends. The local hospital has allowed use of space in the basement of one wing of the hospital. While use of this space has been appreciated, it has very limited functionality for the capacity-enrolled nursing program.

The BLM space would allow MSUN to consolidate all course offerings into one location and establish a defined presence in the community. Services to students would be greatly enhanced as all staff and faculty would be located together. Additional resources such as student computer labs and study areas would also be available for use.

The property will be utilized initially to consolidate current instructional programs into one location, improve classroom and lab space especially for the nursing and science courses. The space provided by the BLM building will also allow MSUN to explore new instructional programs which cannot be provided with existing facilities. For example, possibilities include converting the warehouse into a vocational classroom to provide agricultural science and other career and technical workshops or courses. The expanded and enhanced instructional space would also allow MSUN to enhance and possibly expand current curriculum offerings.

The additional space provided by this property will allow MSUN to offer additional services to area students. These services may include (among other things) expanded tutoring and counseling services. The property will also provide the space for enhanced student study and meeting areas, faculty offices, and enhanced computer, chemistry/biology and nursing labs.

The property will be used only for instructional program purposes.

The property will be ADA compliant, but the property will not be used primarily for special education or handicapped purposes.

4) **Proof of need**

EOCM was formed in 1985 to provide college courses and professional training to people in the region. The purpose of EOCM is to offer a rural educational outreach program to provide accessible quality training, higher education, and life-long learning opportunities that meet the needs of individuals and groups within a six county area. EOCM's predominate target population is the older, non-traditional place-bound student who probably never had the chance to receive any education or training.

In 1995, MSUN began a formal partnership with EOCM to provide post secondary educational opportunities to people in and around Lewistown, Montana. Methods of instructional delivery include local faculty, visiting professors and adjunct, as well as distance learning via interactive video conferencing and computer-assisted coursework.

Currently, MSUN in partnership with EOCM coordinate adult educational offerings in a six county area. The counties total 12,367 square miles of land. (This is an area larger than eight states in the Union). Yet in a region larger than Vermont there is no post-secondary institution of learning. The nearest colleges are over 120 miles away. Due to lack of four-lane highways and unpredictable weather, commuting is not an option. The only way to take classes beyond high school is to move out of the region.

MSUN and EOCM pride themselves on access, which simply means there is access to an institution where anyone with a high school diploma or equivalency can enroll. For the partnership between MSUN and EOCM, the term "access" encompasses both access to college and access through college to expanded opportunities, including further education and productive rewarding work.

Over the last twenty years, the number of educational offerings (courses, workshops, seminars) in Lewistown has grown from 19 to 136. Enrollments have grown annually from 56 in 1985 to over 700 in 2004. An additional 200 students enroll each year for other types of professional training. Currently classes are scheduled at night and are held in the high school and in the unfinished basement of Lewistown's hospital where lighting is poor and noise is high. Many of the borrowed classrooms (especially for courses requiring labs) are inadequate and inappropriate. Programs and/or courses that MSUN currently offers in Lewistown include nursing, elementary education, computer technology, and general education courses.

With an expanded campus at the BLM site, MSUN in cooperation with EOCM could offer additional classes in business, agricultural science, and other areas with identified need. All courses offered by MSUN are transferable to all Montana University units. In addition, the improvement and expansion of the curriculum would assist in:

- Increase student competence by developing and implementing new integrated student and program certifications, technical preparation strategies and effective instruction methodologies.
- Promote the development and use of curriculum, instructional materials, and instructional strategies in all aspects of higher education that foster critical thinking, problem solving, leadership and academic/technical skill attainment.
- Increase linkages between secondary and post-secondary institutions by offering agricultural education to local communities.

Acquisition of the BLM property will establish MSUN and EOCM as a catalyst for change in a region that is historically economically distressed. The region is tied to the boom and bust cycle of agriculture. Educational levels are low. A sense of powerlessness derives from absentee ownership of land and resources with a one-industry economy. There are low levels of entrepreneurship and little in the way of amenities to attract new businesses. With ownership of a building, an identity of

stable educational offerings will develop. As a “common ground” institution, respected by the public, private and non-profit sectors, the Center can be a safe neutral meeting place for forging collaborative approaches to community and economic development.

Currently, class enrollments must be capped and students turned away because everyone cannot be seated in the space available. Materials to be used in science labs must be hauled to the rented classroom at the high school from the professor’s basement storage in his own home. Office space is non-existent for full-time or part-time faculty. For example, currently three nursing faculty share an office space in the basement of the hospital that is 5’ X 10’.

The acquisition of the vacated BLM property will allow MSUN and EOCM to offer all classes, workshops, seminars and programming in one facility. In addition, modern classroom facilities will provide much needed space for more effective instruction. The additional classroom and office space will allow for program expansion and serve more students, day or night. The BLM warehouse could also be converted to a vocational classroom where agricultural science and other career and technical courses and workshops could be offered that simply are not possible under the current situation.

In 2003, 25% of the student application pool was turned down due to classroom space constrictions. Five science courses are offered in sequence, primarily to meet the Nursing students needs, and are limited to 30 students in each class due to space constrictions for both classroom seating and lab configurations. However, thirty students in those classes also present extreme overcrowding issues. However, if Nursing students miss enrollment in a sequential course, it can delay their entire education program for one school year. All science courses must be offered in the evening at the high school; MSUN supplies much of the needed science equipment.

In 2004, same as 2003 plus ten potential nursing students are put on a waiting list. Again, enrollments in science and pre-nursing courses were capped due to lack of space.

In 2005, same as 2003 and 2004 plus the Lewistown program is the first nursing program to fill—all available slots were filled with the first round of applications submitted in January.

The plan is to fully utilize every aspect of the vacated BLM property. The office building will be remodeled into classroom and office space, the warehouse would provide space for vocational courses and workshops, and the paved areas will be used for parking lots and outdoor coursework demonstration areas. The garage bays will be used for storage of equipment. This entire property will be used to enhance the current curriculum, which has been stifled by lack of space and access.

MSUN and EOCM are not proposing a new, untried project; there is a proven track record of success dating back to 1985. Over the last twenty years, the number of educational offerings offered each year has grown from 19 to 136 and enrollments have grown from 56 to over 700 in the year 2004. An additional 200 students enroll each year in other types of professional training (non-credit). The ability to provide a wider variety of training opportunities has been stifled by the lack of available space to grow and expand the program. Currently, most classes must be scheduled at night and are held in our high school and the unfinished basement of the local hospital. Many of the borrowed classrooms are inappropriate for adult students and do not have proper lab facilities and other needed components for instruction. Additional space is needed.

The additional space would also allow for an area that could be used for professional training needed for businesses and other individuals who seek need updated skills in areas such as computer technology, carpentry and welding, mechanical and diesel technologies, and office assistant/secretarial skills.

The vacated BLM property would give Central Montana an accessible and identifiable building that would be used to offer a variety of educational offerings. The size and location of the property is ideally suited. As noted from the architect's footprint, classroom needs fit perfectly inside of the office building (see Exhibit 4). The heated warehouse would also serve the needs for vocational courses and workshops. Currently, MSUN and EOCM do not own any property to meet the educational needs of the Lewistown area. Currently, all courses are offered by renting School District classrooms at night and by using part of the basement of the local hospital.

5) **Financial information demonstrating the ability to implement the proposed program**

The total cost to prepare the property for our current programs is estimated at \$1,000,000. To date, EOCM has obtained a grant from HUD for \$498,900 and has pledges from individuals and businesses for \$632,500. These funds will provide the funding necessary to renovate the property to a point in which it would serve the needs of our current programs. We are confident we can use the funds already raised to renovate the facility to serve our current needs.

MSUN will be responsible for the ongoing operating and maintenance expenses of the facility. MSUN estimates O & M expenses for the facility to be approximately \$159,000 per year. This includes utilities, custodial, phone, data connections, maintenance, and insurance expenses. All current instructional costs (faculty, support staff and supply expense) incurred in Lewistown by MSUN are covered by current tuition and fees paid by Lewistown students.

The new O & M costs will be funded from two revenue sources: current tuition paid by students and the addition of a new "Lewistown Building Fee" in the amount of \$60 per credit. This new fee will generate approximately \$117,000 per year. The remaining \$42,000 will be funded from tuition.

Educational Opportunities for Central Montana has been awarded a HUD grant of \$498,900 and has \$632,500 in five year pledges from individuals and businesses from the surrounding area for the renovation of this property.

MSUN will financially support the project with funding for the educational infrastructure (such as faculty, administration, site maintenance, general operating costs, classroom furniture and technology).

MSUN is a unit of the Montana University System with an annual general operating budget of approximately \$12,000,000. MSUN receives 60% of its funding from the State of Montana and the remaining 40% from student tuition and fees. MSUN has provided a campus financial statement for review (see Exhibit 5).

Funding will not be obtained through outside bonding or loans. MSUN will use internal resources to provide funding in advance of receiving pledged amounts from donors.

MSUN will generate tuition and fee revenue from students enrolled in post-secondary education programs and will charge participants of non-credit training programs user fees.

6) **Period of use**

MSUN certifies that the requested property is needed at the time of the application for the educational purposes described in our proposed program and plan and will be utilized for such purposes for a period of thirty (30) years. The proposed program and plan will not be modified during the thirty-year period without the prior written consent of the United States Department of Education.

7) **Assurance of compliance with nondiscrimination requirements**

MSUN does not discriminate due to race, color, national origin, sex or disability in the use of the property, in keeping with Section 606 of the Federal Property and Administrative Services Act of 1949, Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), and section 844 of the Education Amendments of 1974 (P.L. 93-380) (in relation to education), and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), Title II of the Americans



with Disabilities Act of 1990, and the Department's Regulations issued pursuant to such Acts (34 CFR Parts 12, 80, 84, 86, 100, 104, and 106).

8) **Insurance provision**

MSUN agrees, for itself, its successors and assigns, that if any conveyed improvements are insured against loss, damage, or destruction and if such loss, damage or destruction should occur during the period the grantee holds title to the requested property while under the period of restricted usage specified in the deed of transfer, said insurance and all moneys received therefrom by the Grantee, its successors or assigns shall be held in trust by the Grantee, its successor or assigns, and shall be promptly utilized by the Grantee for the purpose of repairing such improvements and restoring the same to their former condition and use, or for the purpose of replacing said improvements with equivalent or more suitable facilities; or, if not so used, shall be paid over to the Treasurer of the United States in an amount equal to the unamortized public benefit allowance of the buildings, structures, or improvements lost, damaged or destroyed.

9) **Environmental analysis**

The environmental analysis is Exhibit 6.

10) **Protection and maintenance of the property**

MSUN states and agrees for itself, its successors and assigns, that in the event Grantor exercises its option to revert all right, title and interest in the requested property to the Grantor, or the Grantee voluntarily returns title to the requested property in lieu of reverter, then the Grantee shall provide protection to and maintenance of the requested property at all times until such as the title is actually reverted and returned to and accepted by the Grantor. Such protection and maintenance shall, at a minimum, conform to the standards prescribed by the General Services Administration in its regulations at FPMR 101-47.4913 (41 CFR Part 101) in effect as of the date of the conveyance instrument, a copy of which is attached to the application and labeled as an exhibit to said application.

11) **Exhibits**

Exhibits are as follows:

1. Montana Board of Regents policy 1003.6
2. Map – Location of Property in Lewistown
3. Map – Plot Map of Property
4. Proposed Floor Plan for Renovated Office Building
5. Montana State University-Northern Financial Statements
6. Environmental Analysis

12) **Certification of signing official**

I certify by signature hereto, that I am duly authorized by the Governing body of this organization or institution to act on behalf of the governing body to do any and all things necessary to acquire the Federal surplus real property identified and requested herein, including the preparation of this application and payment of such sums as may be necessary toward the purchase price of the requested property, and that all information given herein, and in exhibits hereto, are true and correct to the best of my knowledge.

By: Alex Capdeville

Title: Chancellor

Date: Aug 18, 2005

## **ENVIRONMENTAL QUESTIONNAIRE**

### **MSUN's Environmental Analysis**

#### **Objective of the Proposed Action**

The objective of the proposed project is to provide an education center for the central Montana community, which includes the town of Lewistown and smaller communities in a surrounding six-county area. This education center will help enable Montana State University – Northern (MSUN) in cooperation with EOCM (Educational Opportunities for Central Montana), a community-based non-profit corporation, to continue to provide post-secondary course work to approximately 1,000 full and part-time students each year.

Rural people deserve opportunities to participate in America's prosperity, but much of central Montana is threatened by a cycle of economic decline. Job loss has led to population loss and our young people are leaving home after high school due to lack of job opportunities. Geographic isolation, lack of resources, and culture shock all contribute to a lack of success in higher education by rural youth.

MSUN and ECOM have developed a community-based strategy that overcomes the complex barriers to higher education for rural youth and non-traditional students. Since 1997, MSUN has offered a nursing program that addresses a critical nursing shortage in Montana health care. MSUN currently holds classes at night in the high school and in the basement of the Central Montana Medical center. MSUN and EOCM have significantly improved the success of rural youth and non-traditional students obtaining a post-secondary degree despite the challenge of not having a facility.

The project would involve an interior remodel of the recently vacated BLM facility at 80 Airport Road, Lewistown. The estimated duration of the remodel period is eighteen months; the estimated cost for the remodel is \$1,000,000.

#### **Description of the Environment to be Affected**

The geography of the area is gently rolling grasslands and valleys with trees, brush and streams; interspersed with crop land that is utilized for the production of wheat, barley and hay. Wildlife in the area include upland game birds, a variety of song birds, waterfowl, birds of prey, whitetail deer, mule deer, and small predator populations of raccoon, fox and coyote.

Streams are spring fed; the water and air quality are considered excellent. Since this project involves the remodel of an established building, there will be no additional or changed impact on the environment in terms of land, plant, water or wildlife.

Population of the six-county area is approximately 18,000 with about 6,800 in Lewistown and the immediate vicinity. The economy of the area is based on agricultural production, small manufacturing, education, medical care, and government staff in the regional BLM headquarters.

**The following narrative explanation of the probable environmental effects addresses the 42 areas of importance listed in the Environmental Questionnaire.**

This property is the recently vacated BLM (Bureau of Land Management) field office, located at 80 Airport Road, Lewistown, Fergus County, Montana. The property consists of a 15, 232 square foot office building, a warehouse, a vehicle parking shed, garage with eight individual bays and a fuel storage shed situated on 3.6562 acres of land. The property is within the city limits of Lewistown in a suburban, non-residential area which is predominantly government office, shop and warehouse buildings. There will be no new construction, only a remodel of the existing office building described above. Paved parking lots surround the office building on three sides.

The area has not been zoned for specific uses. In addition to the government office and warehouse buildings described above, the immediate area is agricultural grazing land and crop production fields. The Lewistown airport and a softball field complex are across the road (Airport Road) from the property. The property is in the center of Section 23, Township 15 N, Range 18 E. There will be no construction or remodeling in a flood plain, wetland area, desert, tundra or other type of unique geological/meteorological interest.

No alterations will need to occur to existing underground service systems. The facility will continue to obtain water from the Lewistown city water system. The existing office building is two stories high, approximately 24 feet in total height, excluding the HVAC units which are roof mounted. Although it is located adjacent to the airport, there are no aircraft approach patterns that are directly over the facility. The most active runway is approximately 1/4 to 3/8 miles north of the building. The only radio transmission facility in Lewistown is about 2 1/2 miles east (across town) from the facility.

There will be no new air pollution sources that will be introduced as part of the facility. Daily traffic in the area will not increase over past traffic levels when the facility operated as a BLM headquarters office. At peak usage times, approximately 60 vehicles will come and go from the area on a daily basis. No additional water will be diverted into natural water systems. Interior remodeling will not result in any identifiable increase in sedimentation in any natural water system. The drainage pattern from the parking lot area utilizes a natural pasture that is about 300 yards wide and a natural filter strip.

Since the facility use will be educational for post-secondary classes and curriculum, the sound that is created will be that associated with the normal functioning of a human population in an educational environment. No new electromagnetic wave sources will

be used; no external light sources will be introduced other than parking lot and external building lighting. Since there will be no new construction, existing wind patterns will not be altered.

During operation of the facility, recycled items will include cardboard, paper and soft drink/juice containers. No contaminants will be stored in the facility other than the very small amounts of chemicals and re-agents needed for biology and chemistry classes within the nursing curriculum. Proper laboratory storage, a part of the remodel plan, will be constructed and maintained.

Although there is only one residential home in the immediate area of the facility, approximately 30 people live within ½ mile of the facility. In the immediate area of the facility, there will be no temporary residents associated with the remodel or the operation of the facility. Approximately ten to twenty transient students will be introduced into the greater Lewistown area on a daily basis during the normal academic year (fall and spring semesters).

The project will use no agricultural land, parks, woods, forests or prairies. Natural wildlife and domestic animal environments will not be disrupted. During remodeling, there will be no interruption of services to a human population for more than 24 hours. Electrical energy for the facility is provided by NorthWestern Energy, 40 East Broadway, Butte, MT 59701. At peak load, electrical energy usage is expected to be 170 Kw. Water use in a normal day is approximately 2,200 gallons. Water is made available by the Lewistown Public Works Department, 308 4<sup>th</sup> Avenue So., Lewistown, MT 59457. Sewage that is generated by the facility is handled by a septic tank and drainfield system that is adequate for an office building occupied by 75 (average) full time employees, 8 hours per day, five days a week.

Solid waste that is generated by the facility will be handled by Lewistown Disposal, Corbley Road, Lewistown, MT 59457. Ultimate disposal is landfill or incineration or recycle, depending on the specific waste. On a weekly basis, approximately 8-10 cubic yards of solid waste will be generated.

No residences, hotels, rooming houses, etc., will be destroyed or temporarily vacated as a result of this project. No existing services in terms of mentally or physically disabled, educational or day care will be altered. The new facility will contain services for the handicapped and since it will be utilized as an educational facility, education will be the primary focus. Since the previous use of the facility was as an office headquarters for the BLM, there will be no increased traffic on existing streets over what was previously experienced. No transportation system will be directly affected by the operation of this facility.

Since the Lewistown airport was a training base during World War II, there are two airport sites which are listed on the National Register of Historic places. The sites have

been in existence for several years and are located approximately ½ mile from the proposed educational facility. No historic activity or significance that has occurred on the site will be altered or destroyed. Since all remodeling activities will be interior, there will be no destruction or decreased access to any known archaeological sites. There are no endangered species in the immediate area.

Facility remodel will not violate or require a variance from any federal, state or local laws pertaining to the visual environment, odors, noise, water pollution or land use. Likewise, facility remodel will not disrupt the cultural harmony of the community or neighborhood.

The existing facility that will be remodeled is a 15, 232 square foot, two-story, concrete twin tee tilt up construction building that has approximately 14,092 square feet net usable square footage. Outside dimensions are 56' x 136'. Since current educational activities are being conducted in existing school buildings and the Central Montana Medical Center, no existing facilities will be demolished, abandoned or renovated for other public use. Those existing facilities will be returned to more routine schedules without the extra, after-hour use for post-secondary education classes.

**GENERAL INFORMATION REGARDING TERMS AND CONDITIONS IMPOSED  
UPON THE CONVEYANCE OF SUPPLUS FEDERAL REAL PROPERTY FOR  
EDUCATIONAL PURPOSES**

Although Federal real property may be owned or held by many government agencies, only the United States Department of Education has authority under Federal law to award real property to educational institutions and organizations at substantial public benefit allowance discounts. In essence, the United States Department of Education acts as an agent and advocate for educational organizations in assisting them to acquire surplus Federal real property which is held by other federal agencies.

Approval of an application by the United States Department of Education to acquire property for educational purposes does not constitute the final decision of the Federal government since that authority by law is vested with the Federal agency which holds title to the property. In most cases, the General Services Administration makes final decisions. Under the military base closure acts, final decision-making authority rests with the Department of Defense agency which holds title to the military installation (i.e., Army, Navy or Air Force). Please note, however, that Federal holding agencies do not have authority to award property to educational organizations at public benefit allowance discounts themselves.

Since grants of Federal government real estate are legally accomplished in the form of a sale in return for the contractual commitment of the applicant to deliver educational programs and services upon the property rather than pay for acquisition with monetary consideration, all conveyances are made by deed subject to the following conditions to assure that the promised educational programs are in fact delivered:

1. The property must be utilized solely and continuously for a period of 30 years from the date of the deed for the educational programs set forth and approved in the application and for no other purposes.
2. The grantee may not sell, lease, mortgage, encumber or otherwise dispose of, or grant any right or interest in, the property to other parties without the advance written consent of the United States Department of Education.
3. The grantee must submit biennial utilization reports on its use of the property demonstrating that the terms and conditions of the deed are being fulfilled and that the agreed upon educational programs are being delivered.
4. The grantee must comply at all times with non-discrimination acts which govern its ownership of the property including Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318, Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and all requirements imposed by or pursuant to the regulations (34 C.F.R. Parts 12, 100, 104, and 106) issued pursuant to the Acts and now in effect; to the end that no person in the United

States shall, on the ground of race, color, national origin, sex or handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under the educational program and plan set forth and approved in the application of the grantee.

5. During the 30 year period of restrictions required under the first condition of the deed, the grantee will at all times be and remain either a public, tax supported institution or organization or a private, non-profit organization held to be tax exempt under Section 501(c)(3) of the Internal Revenue Code.

Upon breach of the aforementioned terms and conditions, the United States Department of Education may revert ownership of the property to the Federal government. Other penalties are also provided in the deed for breach of conditions including the remittance of all revenues or benefits received directly or indirectly from any unauthorized arrangement, use or activity.



**RESOLUTION**

WHEREAS, certain real property owned by the United States of America, located in the County of Fergus, State of Montana, has been declared surplus to the needs of the Federal government and is subject to assignment for disposal for educational purposes by the Secretary of Education, under the provisions of Section 203(k)(1)(a) of the Federal Property and Administrative Services Act of 1949 (63 Stat. 377) (Act), as amended, and rules and regulations promulgated pursuant thereto, more particularly described as follows:

BLM Lewistown Field Office, 80 Airport Road, Lewistown, Fergus County, Montana. The property consists of a 15,232 square foot office building, a 6,000 square foot warehouse, vehicle parking shed, garage, and storage shed situated on 3.6562 acres of land.

WHEREAS, Montana State University – Northern needs and can utilize said property for educational purposes in accordance with the requirements of said Act and the rules and regulations promulgated thereunder of which this Board is fully informed, including commitments regarding use and time within such use shall commence.

NOW, THEREFORE, BE IT RESOLVED, that Montana State University - Northern, shall make application to the Secretary of Education for, and secure the transfer to it of, the above-mentioned property for said use upon and subject to such exceptions, reservations, terms, covenants, agreements, conditions and restrictions as the Secretary of Education, or his authorized representative may require in connection with the disposal of said property under said Act and rules and regulations issued thereto; and

BE IT FURTHER RESOLVED, that Montana State University - Northern has legal authority and is willing and is in a position financially and otherwise to assume immediate care and maintenance of the property, and that Alex Capdeville, Chancellor, Montana State University – Northern, is/are hereby authorized, for and on behalf of the Montana State University – Northern to do and perform any and all acts and things which may be necessary to carry out the foregoing resolution including the

preparing, making and filing of plans, applications, reports and other documents; the execution, acceptance, delivery and recordation of agreements, deeds and other instruments pertaining to the transfer of said property; and the payment of any and all sums necessary on account of the purchase price thereof including fees or costs incurred in connection with the transfer of said property for surveys, title searches, real estate appraisals, recordation of instruments or costs associated with escrow arrangements; together with any payments necessary by virtue of nonuse or deferral of use of the property. If the applicant is unable to place the property into use (or determines that a deferral of use should occur), IT IS UNDERSTOOD AND AGREED that Montana State University – Northern will pay to the United States Department of Education for each month of nonuse beginning twelve (12) months after the date of the deed, or thirty-six (36) months where construction or major renovation is contemplated, the sum of  $1/360^{\text{th}}$  of the then current fair market value of the property for each month of nonuse.

If submission of the Application for Public Benefit Allowance Acquisition of Surplus Federal Real Property for Educational Purposes is approved, a copy of the application and standard deed conditions will be filed with the permanent minutes of the Board.

Montana Board of Regents of Higher Education

2500 Broadway

Helena, Montana 59620

I, (insert name of certifying officer), hereby certify that I am the (title of certifying officer), of the Montana Board of Regents of Higher Education and that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of a majority of the members of said Montana Board of Regents of Higher Education present at a meeting of said Board of the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, at which a quorum was present.

(Signature of certifying officer)

September 21-23, 2005

**ITEM 128-2853-R0905**                      **Authorization to Execute**  
**Purchase of Property from Great Falls School District;**  
**Montana State University-Great Falls College of Technology**

**THAT:**                                              The Board of Regents of the Montana University System authorize Montana State University-Great Falls College of Technology, following appropriate reviews and approvals, to execute the purchase of property adjacent to the campus contingent upon final appraisal.

**EXPLANATION:**                                              The three adjacent parcels of property totaling 12.897 acres were part of the original 36.036-acre property owned by the Great Falls Public Schools when the vocational-technical center was part of the school district.

1.            When the Montana University System assumed responsibility for postsecondary occupational education in the mid-1980s, the original piece of property was divided and 23.139 acres was dedicated to the College of Technology. The remaining 12.897 acres, which remained the property of the Great Falls School District, is the property proposed for purchase, restoring the size and configuration of the original property.
2.            A review by the Cascade County Assessor's office found no covenants on the purchase or use of this property by MSU – Great Falls College of Technology.
3.            All adjacent property is privately owned and being developed, leaving the College of Technology land-locked with no other way to expand.
4.            On June 13, 2005, trustees of the Great Falls School District voted unanimously to declare the three parcels surplus property with the intent that they be purchased by the MSU – Great Falls College of Technology. This declaration has now been made in compliance with the applicable notice provisions.
5.            The appraised value is being established by a certified appraiser, engaged by both the Great Falls School District and MSU – Great Falls College of Technology.

6. To purchase the property, MSU – Great Falls College of Technology will seek an INTERCAP loan in the amount of the appraised value of the property and use student building fees to pay off the loan over a 5-year to 10-year period.

7. This project requires authorization of the Board of Regents, both for the purchase itself and for the INTERCAP loan. Final purchase and loan document(s) will be executed by the College upon the review and approval by MSU and MUS Legal Counsel, the President of MSU, and the Commissioner of Higher Education.

**ATTACHMENTS**

Plat of property  
Copy of public notice of surplus property  
Copy of appraisal [to be submitted at Board Meeting]

As noted, it appeared in the August 28, 2005 Great Falls Tribune and will appear again on September 4, 2005; if no appeal is filed to this action of the Board of Trustees of School District No. 1 and A by September 18, 2005, the property will be available for purchase by the College of Technology.

**RESOLUTION TO DECLARE SURPLUS PROPERTY**

WHEREAS, the Board of Trustees of School District No. 1 and A, Cascade County, Great Falls, Montana have determined that certain real school property owned by the District is about to become abandoned, obsolete, undesirable or unsuitable for school purposes of the District, and WHEREAS Title 20-6-604, M.C.A. 2003, states that the Trustees shall set a date for the adoption of a resolution to authorize the sale or other disposition of such real or personal property and, WHEREAS, in accordance with Title 20-6-604 M.C.A., 2003, the Trustees have caused notice to be posted of the resolution in the manner required for school elections in 20-20-204, and WHEREAS, any taxpayer may appeal the resolution of the Trustees, at any time prior to the effective date of Resolution to the District Court by filing a verified petition with the Clerk of the court and serving a copy of the petition upon the District, NOW, THEREFORE, BE IT RESOLVED THAT, on June 13, 2005, the Trustees will meet in regular session at the District Offices Building, 1100 Fourth Street South, and as part of the agenda will authorize the sale or disposition of the following school property to wit: Lot number 2 in Block 1 and lots numbered 1 and 2 in Block 3 and lot number 1 in Block 4 in the amended plat of the Vo-Tech Addition to Great Falls according to the map and plat thereof on file and of record in the Office of County Clerk and Recorder in and for said Cascade County, Montana (Parcels 1788800-Lot 2, Block 1) (Parcel 1788840 - Lot 1 & 2, Block 3) (Parcel 1788860 - Lot 1, Block 4) total area of platted parcels is 12.412 acres. The Trustees of the Great Falls School District further resolve that notices of the resolution shall be published on the 28th day of August and 4th day of September, 2005, in the Great Falls tribune newspaper. The resolution shall become effective 14 days after publication of the second notice identified in the immediately preceding paragraph, unless appealed to the district court by a taxpayer in compliance with and as provided in 20-6-604, MCA. Adopted by the Board of Trustees of the Great Falls School District this 13th day of June, 2005. David Reeves, Board Chair, Great Falls School District Attest: Robert V. Odermann, District Clerk

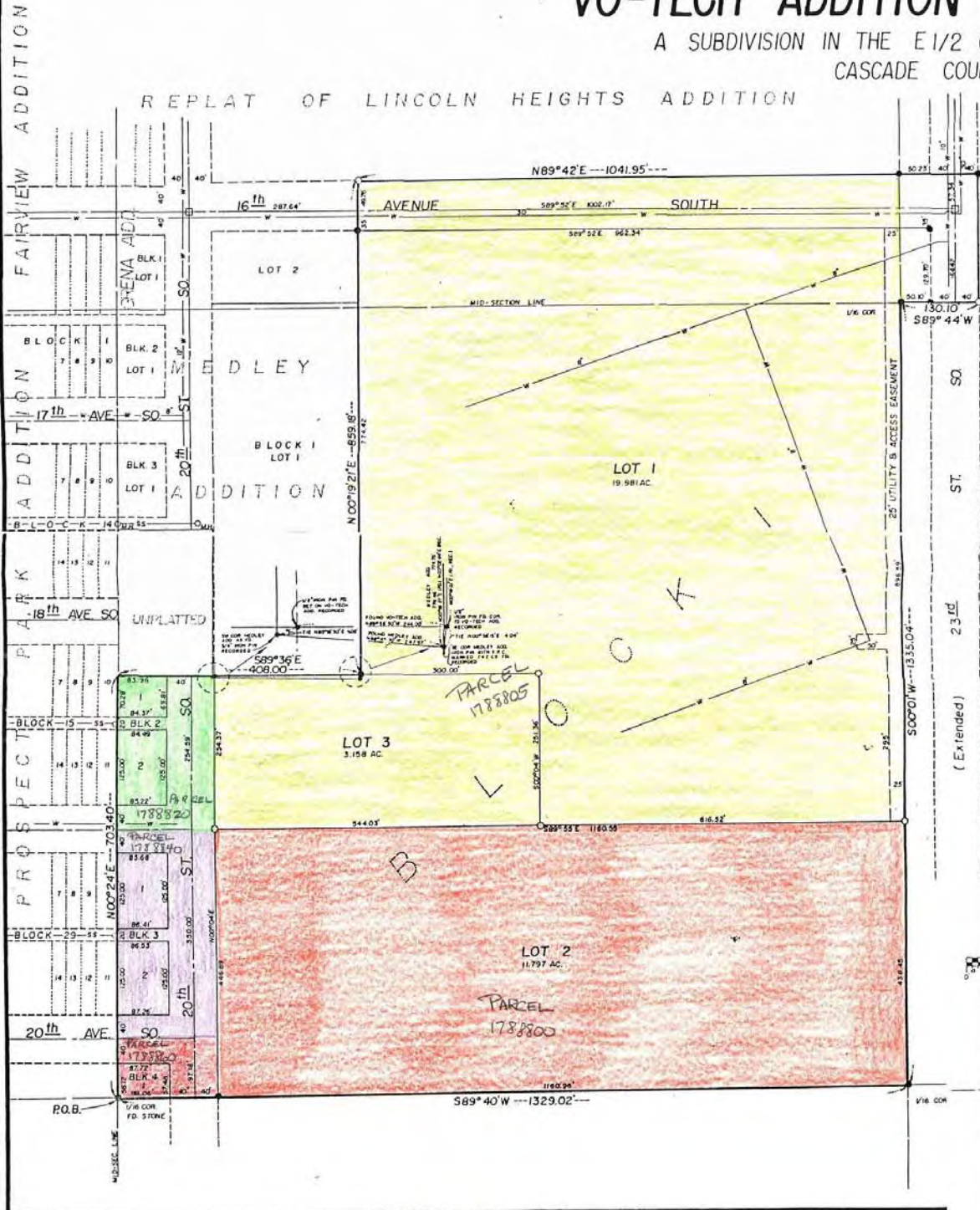
(167211) 8/28, 9/4.

**AMENDED**

# VO-TECH ADDITION

A SUBDIVISION IN THE E 1/2 (C)  
CASCADE COUNTY

REPLAT OF LINCOLN HEIGHTS ADDITION



- STATE OF MONTANA
- PARCEL 1788805
  - PARCEL 1788820
- GREAT FALLS PUBLIC SCHOOL DISTRICT
- PARCEL 1788800
  - PARCEL 1788840
  - PARCEL 1788860

**GENERAL AREA ANALYSIS****(FERRO 3)**

The subject property is located in the city of Great Falls, Cascade County, Montana. Great Falls is located in north central Montana, approximately 100 miles south of the Canadian border. It serves as a dominant economic and cultural center for north central Montana, and serves a ten county area. The city of Great Falls is the main governmental, financial, retail and service center in north central Montana. The ten county area, which Great Falls services, has a fairly stable economic base centered around agriculture. Great Falls draws many Canadian shoppers, thereby benefiting both our retail and hospitality industries. Some growth is anticipated in the retail and hospitality industries. The agricultural industry is uncertain at this time due to statewide drought conditions.

According to the official census of 2000, Great Falls has a population of 56,690, which is an increase of 2.9% from the 1990 U.S. Census; Cascade County has a population of 80,357, which shows an increase in population in Cascade County of 3.43% from the 1990 U.S. Census. The city accounts for approximately 70% of the County's population. It is the opinion of community leaders that the population of Great Falls has stabilized, and there should be slow growth in population. It is my opinion that the populations of Great Falls and Cascade County should show slow growth into the foreseeable future.

The economic base for Great Falls is centered around government, wholesale and retail trade, and services industries. Malmstrom Air Force Base is the largest local employer. Other major employers in the city include Benefis Health Care, the University of Great Falls, city government and public schools. Malmstrom Air Force Base has had wide fluctuations in military strength and civilian employment in the past, which has had a major impact on the Great Falls economy. The Base Closure Commission elected to relocate Malmstrom's refueling mission with nearly 700 military personnel transferring to another base; however, a civil engineering mission with approximately 282 active duty personnel has replaced the refueling unit at Malmstrom. This mission has lessened the impact created by the loss of the refueling unit. The Pentagon downgraded Minuteman III missiles to single warheads and eliminated Minuteman R missiles, which includes nearly two-thirds of those missiles supported by Malmstrom Air Force Base. However, the Minuteman II missiles are being replaced with reconfigured Minuteman III missiles, and the base will have 300 Minuteman III missiles. The Pentagon announced their long-term plan which calls for 450 to 500 Minuteman III missiles. If the final figure is placed at 500 missiles, the existence of Malmstrom Air Force Base appears to be secure. Even 450 missiles bodes well for the base. The missile wing has not been affected by the Base Closure Commission; however, there remains some uncertainty whether the Base will be closed during the next round of base closures.

There has been activity in the construction of commercial properties, particularly retail stores. Wal-Mart Stores, Inc. constructed a 135,000 square foot Sam's Club warehouse and a super store on the Northwest Bypass. Construction of several retail stores in the Marketplace Subdivision has been completed and includes Barnes & Noble, Office Max, Petco, Pier I Imports, a 10 theater complex, several smaller retail stores, including a Quizno's sandwich shop. Old Navy, Michael's and Famous (FERRO 3) Shoes have constructed stores in the Marketplace Subdivision, as well; Home Depot, Denver Mattress and Furniture Row have

also constructed big box stores in this area. There is a McDonald's fast food restaurant and a branch of First Interstate Bank in the subdivision. Great Falls Clinic has a medical clinic adjacent to McDonald's. There is a small strip retail complex that is partially occupied between the Great Falls Clinic and First Interstate. Additional construction in the area includes the Golden Corral (buffet-style) restaurant, Tony Roma's restaurant, Howard's Pizzeria and the Crossroads Memorial Church. Both Hampton Inn and Holiday Inn Express have constructed motels in the subdivision. The recent construction has strengthened Great Falls' position as a regional shopping destination.

Pasta Montana, constructed in northeast Great Falls, has an employment of approximately 100 people. In conjunction with the pasta plant General Mills constructed a \$12 million dollar addition that provides flour directly to the pasta plant. The pasta plant is the first new large industrial property to be constructed in Great Falls in a decade. A new barley malting plant is being constructed north of Great Falls that will provide 35+ permanent jobs. It is also expected to create spin off industrial businesses that can take advantage of a commodities industrial park being constructed in conjunction with the malting plant. Most of the existing industrial properties are older shop/warehouse facilities, many of which were constructed to provide services to the smelter when it was in operation. The entire industrial segment of the Great Falls market has been stable for the last ten years. American Ethanol plans to construct a \$100 million plant northeast of Great Falls. Construction was scheduled to begin in late 1994 with full operation by the spring of 1996; however, financing has not been completed, and construction is pending. The plant is projected to create 100 permanent jobs and 450 construction jobs.

Columbus Hospital and Montana Deaconess Medical Center merged into one medical center known as Benefis Health Care, with east and west campuses. The east campus is the acute care facility, and the west campus is the long-term care facility. Benefis constructed a \$5.3 million office building on the 400 block of 13th Avenue South near its west campus. Both Great Falls Clinic and Benefis Health Care are constructing cancer centers, further strengthening Great Falls as a major medical center in north central Montana. An independent outpatient surgical center and medical office building were recently constructed on Ninth Street South, and a second medical office building is proposed to be constructed across the street from the surgery center. Centene Corporation, which is a nationwide company that processes medical claims, is constructing an office building within the medical corridor. This company is expected to employ around 250 people.

Days Inn, Comfort Inn and Fairfield Inn constructed motel facilities in the late 1990's, which facilities added about 190 rooms to the city's lodging market. A 45-room hotel near Benefis (east) was constructed in 1993. This hotel caters to the hospital's out-of-town patients and their families, as well as to the general public. Recent motel additions to the city include LaQuinta Inn and Extended Stay America motels in the Broadwater Bay Business Park, and the Crystal Inn motel off of the 1-90 airport interchange. Most of the new retail outlets have been constructed on either the west side or Tenth Avenue South commercial strips, causing a negative effect to the central business district. With the relocation of Sears to the Tenth Avenue South commercial strip and the closing (FERRO 4) of the Bon Marche Department Store, there are no anchor stores remaining in the central business district.



The central business district contains all of the financial institutions and most of the larger office buildings. There is an oversupply of low quality office space in Great Falls; however, good quality office space has a high occupancy rate. The demand for higher quality space has been good, causing the renovation of some older buildings into good quality offices. There is a sufficient supply of older buildings capable of being renovated; thus, the likelihood of constructing new office buildings is limited for the near future. The general trend for the central business district is considered to be static. America's Mortgage Servicing, Inc. opened its western regional office in the vacant Sears building that was remodeled into office space. National Electronics Warranty (NEW) opened a warranty service call center with approximately 300 employees in the renovated U.S. West office building located in the central business district. NEW also purchased the former Bon building, and has renovated it into office space for 350 to 500 employees. The added employment is beneficial to the central business district. This offsets somewhat the negative effect of the lack of department stores in the central business district.

The single family housing market has seen considerable activity in sales of pre-existing homes and new construction. Both prices and numbers of homes sold have increased significantly in the past few years. New single-family home construction has consisted primarily of custom-built homes in the price range of \$150,000+. Speculative construction by homebuilders is static. I believe the housing market in Great Falls is improving, and is expected to continue improving into the foreseeable future. It is my opinion that new construction will also remain stable into the foreseeable future.

The general attitude of Great Falls is that the city is building on its successes of the 1990's. The construction of new retail stores, motels, the pasta plant, the malt barley plant, the location of the regional offices of America's Mortgage Servicing, Inc., NEW and Centene Corporation, as well as the proposed construction of an ethanol refinery have given a boost to the general economy of the city. It is my opinion therefore that the city's role as a regional retail and service center will continue into the near future, and will help the city maintain a stable economic base. The trend for the economic future of Great Falls appears to be stable to slow growth.

### **NEIGHBORHOOD ANALYSIS**

The subject property is located east of 20th Street South, between 19th and 20th Avenues South, adjacent to the College of Technology on its southern border. For appraisal purposes a neighborhood is defined in terms of common characteristics, trends and groupings of complementary uses. The subject neighborhood is bounded by Tenth Avenue South on the north, 24th Avenue South on the south; 32nd Street South on the east and 20th Street South on the west. The subject neighborhood contains the east campus of Benefis Medical Center, the Great Falls Clinic and its (FERRO 5) surgery center, the McLaughlin Research Center, University of Great Falls (UGF) and MSU- Great Falls College of Technology. Both the Great Falls Clinic and Benefis Medical center are constructing cancer treatment centers north of the subject site. Centene Corporation recently purchased 24+ acres across 26th Street South from the subject, and is developing a medical claims and day care center on approximately 8 acres of the site. Their long-term goal is to create a campus for medically related business facilities. The city of Great Falls also purchased an additional 10 acres adjacent, and west of

the Centene site for future development. Forest Glenn, LLC, recently purchased 20 acres across 26th Street South from the subject property for a patio home planned unit development. The overall trend for the neighborhood is for steady to strong growth into the near future, particularly with medically related facilities.

## SITE ANALYSIS

The following site description is based on inspections of the subject property and data in the Public Records.

### Location and Site Description

The subject site is located on the east side of 20th Street South, between 19th and 20th Avenues South, and is adjacent to the southerly border of MSU-Great Falls College of Technology. The subject site is legally described as: Lot 2, Block 1, Lots 1 and 2, Block 3, and Lot 1, Block 4 of the Vo Tech Addition to the City of Great Falls, Cascade County, Montana. Lots 1 and 2, Block 3 are separated by 19th Alley South and from Lot 1, Block 4 by 20th Avenue South. Both of the lots in Blocks 3 and 4 are separated by 20th Street South. None of the streets nor the alley is currently developed. **I've been instructed by my client to appraise the subject property under the hypothetical condition that the three separate parcels are to be considered contiguous, even though they are separated by streets and alley.** Although the subject site is considered to be a contiguous parcel, no value will be given to the land contained in the dedicated roadways and alley.

The total areas of the individual lots are:

- Lot 2, Block 1: 513,877+ square feet;
- Lot 1, Block 3: 10,756+ square feet;
- Lot 2, Block 3: 10,862+ square feet;
- Lot 1, Block 4: 5,080+ square feet

The total combined area of the site equals 540,575+ square feet, or 12.41+ acres.

### Zoning and Utilities

The subject site is located within the city limits. Under the recently enacted zoning regulations the subject site is zoned "Public Lands and Institutions (PLI)," which zoning allows for (FERRO 6) the development of commercial property by either public or private entities in support of stand-alone or existing institutional uses. PLI zoning in the subject neighborhood is designed primarily in support of educational and medical facilities. Although the subject property is within the city limits, the property owner would have to pay for the extension of the existing sewer and water lines currently located in 19th Avenue South and 19th Alley South, as well as the extension of the water line located in the proposed extension of 23rd Street South. Power is provided Northwestern Energy and natural gas is provided by Energy West; municipal services are provided by the City of Great Falls.

### Easements

There are no easements on the subject property, except for the aforementioned streets and alley that separates Blocks 1, 3 and 4.

### **Drainage and Soil Conditions**

The subject site is generally level with a slight slope from the southeast to the northwest and some slight swales throughout the site; drainage appears to be adequate. A visual inspection of the site did not reveal any unusual soil conditions or hazardous waste materials that may be present on or under the site. A Phase I Environmental Assessment was not provided to me. Thus, I cannot comment on actual soil conditions or the existence of hazardous wastes, if any, on/under the site. I am not an expert in detecting hazardous materials that may be present on/under the site, which materials may affect the value of the property. The value estimate is predicated upon the assumption that there is no such material on the property. Any such environmental risk discovered at a later date may require a revised estimate of value that may or may not be simply a reduction of the value by the estimated cost to cure the environmental condition. Properties known to have environmental risk may also carry a stigma in the marketplace that may or may not affect the value. If future soil tests should reveal the existence of any unusual soil conditions or hazardous wastes, I reserve the right to review and adjust my appraisal accordingly.

### **Access and Street Improvements**

As of the writing of this report, the subject site has access from 19th and 20th Avenues South, which dead-ends into the subject's Lot 2 and fronts on the lots in Blocks 3 and 4. None of the roads fronting the subject property are improved at the present time. Twenty-Third Street South, which borders the subject's Lot 2, Block 1 on the east, is being extended along the eastern edge of the subject property as part of the Centene Development. Upon development of the subject site, the property owner will be required to pay his proportionate share of the cost of developing a roadway, as well as extension of the sewer and/or water contained within the roadway easement. (FERRO 7)

## **IMPROVEMENT ANALYSIS**

### **Description of Improvements**

At the time of inspection the subject site was vacant.

### **PROPERTY OWNERSHIP**

According to the County Assessor's records, the current owner of record is the High School District "A" of Cascade County, which acquired the property from the College of Great Falls, as recorded in reel 98, document 1525 on 6/17/75 in the Clerk and Recorder's office of Cascade County, Montana.

### **HIGHEST AND BEST USE**

In estimating the site's highest and best use, legal controls, such as zoning, must be considered, along with investor attitudes and the financial feasibility of the alternative uses. Major types of real estate uses, consisting of agricultural, residential, recreational, industrial, commercial and public use, were analyzed.

The subject site is currently zoned PLI by the City, which zoning allows most commercial development that is a stand-alone institution or used in support of other private or public institutions. The subject's location adjacent to MSU-Great Falls College of Technology and near the medical corridor, the University of Great Falls and McLaughlin Research Center, makes this site suitable for development in support of any of these existing institutions. Based on the subject's current zoning and its proximity to existing institutions, it is my opinion the highest and best use of the subject site "as vacant" is for development in support of academic or medically-related facilities in the subject neighborhood. The highest and best use applies to the entire ownership based upon the hypothetical condition that all of the parcels are contiguous.

### **SCOPE OF THE APPRAISAL**

To arrive at an estimate of market value for a given property, it is necessary to gather as much information from the market as possible. The first step in the information gathering process is to obtain as much information as possible on the subject property. This is done through a physical (FERRO 8) inspection of the subject property and a search of public records to ascertain physical characteristics of the property, ownership and any transfers that may have taken place in the recent past.

Once the appraiser is familiar with the subject property market data information is then gathered to assist the appraiser in estimating the subject property's market value via the three approaches to value: the Cost, Sales Comparison and the Income Approaches. Since the subject site is vacant land, the only approach to value that will be considered is the Sales Comparison Approach.

The Sales Comparison Approach analyzes comparable sales of similar properties as a basis for an indication of value for the subject property. The sales are analyzed to find several meaningful factors, such as price per square foot, price per acre and/or price per lot. The unit of comparison I will use is the price per square foot. The comparable sales differ from the subject in various ways, such as location, size, corner influence, time of sale, physical characteristics and amenities. The dissimilarities are adjusted for by adding to the price of the comparable when it is inferior to the subject, and conversely, subtracting from the price of the comparable when it is superior to the subject.

In practice it is very difficult to isolate each factor and accurately assess the amount of adjustment required for each item. In most areas there is simply not sufficient data; therefore, it is necessary for an appraiser to use subjective judgment when analyzing each sale. When analyzing comparable data, there are several generalities that typically can be applied:

1. Value tends to increase per unit of comparison as the size of the parcel decreases.

2. Value tends to increase with zoning density.
3. Value tends to increase as the distance to the main commercial center decreases.
4. Value tends to increase with amenities, such as views or desirable frontage.
5. Value tends to increase as site improvements increase.

### **SALES COMPARISON APPROACH**

In this approach I will analyze six sales of vacant sites I consider to be comparable to the subject site. The unit of comparison I utilized is the price per square foot.

#### **Land Sale #1**

LOCATION: West side of 26h Street South, south of 17' Avenue South, Great Falls, MT  
 GRANTOR: John H. Sheffels, et al.  
 GRANTEE: Centene Corporation (FERRO 9)

RECORDING DOCUMENT: R 0093172  
 DATE OF RECORDING: 10/26/04

LEGAL DESCRIPTION: Lots 1 and 5 of the Medical Tech Park Subdivision, Cascade County, MT

LOT SIZE: 24.212 Acres = 1,054,675 Sq. Ft.  
 ZONING: County R-3  
 UTILITIES: Available upon annexation  
 TOPOGRAPHY: Slight slope  
 HIGHEST & BEST USE: Medical Commercial  
 DATE OF SALE: October, 2004  
 SALES PRICE: \$550,000  
 TERMS OF SALE: Cash

CASH EQ. PRICE: \$550,000  
 UNIT CASH EQ. PRICE: \$.52/Sq. Ft.

CONFIRMED BY: William Ferro, MAI  
 CONFIRMED WITH: Grantee  
 COMMENTS: This site is being developed as a medical claims processing center with day care facility. The annexation for 8 acres of the site is \$.14/sq. ft.; thus, the total cost, including annexation, is \$.66/sq. ft.

#### **Land Sale #2**

LOCATION: SWC of 17th Avenue South and 26th Street South, Great Falls, MT  
 GRANTOR: John H. Sheffels, et al.  
 GRANTEE: Forest Glen, LLC (FERRO 10)

RECORDING DOCUMENT: R 0072540  
 DATE OF RECORDING: 12/1/03

LEGAL DESCRIPTION: A tract of land in SEIA, Sec. 18, T20N, R4E, COS #SO04119, Cascade County, MT  
 LOT SIZE: 20 Acres = 871,200 Sq. Ft.  
 ZONING: County R-3  
 UTILITIES: Available upon annexation  
 TOPOGRAPHY: Slight slope

HIGHEST & BEST USE: Medical Commercial

DATE OF SALE: December, 2003  
SALES PRICE: \$430,000  
TERMS OF SALE: Cash

CASH EQ. PRICE: \$430,000  
UNIT CASH EQ. PRICE: \$.49/Sq. Ft.  
CONFIRMED BY: William Ferro, MAI  
CONFIRMED WITH: Grantee

COMMENTS: The purchaser plans to develop the site with patio homes. The cost of annexation is projected to be \$.14/sq. ft. The total price per sq. ft., including annexation, is \$.63.

**Land Sale #3**

LOCATION: West side of 23rd Street South, south of 10th Street South, Great Falls, MT  
GRANTOR: John H. Sheffels, et al.  
GRANTEE: City of Great Falls (FERRO 11)

RECORDING DOCUMENT: R 0093173  
DATE OF RECORDING: 10/26/04

LEGAL DESCRIPTION: Lot 3 of the Medical Tech Park Minor Subdivision, Cascade County, MT  
LOT SIZE: 10 Acres = 43 5,600 Sq. Ft.  
ZONING: County R-3  
UTILITIES: All available upon annexation  
TOPOGRAPHY: Slight slope  
HIGHEST & BEST USE: Medical Commercial  
DATE OF SALE: October 2004  
SALES PRICE: \$200,000  
TERMS OF SALE: Cash

CASH EQ. PRICE: \$200,000  
UNIT CASH EQ. PRICE: \$.46/Sq. Ft.

CONFIRMED BY: William Ferro, MAI

CONFIRMED WITH: Grantee

COMMENTS: 23rd Street was not developed as of the date of sale. The cost of annexation, including developing 23rd Street is estimated to be \$.38/sq. ft. Thus, the total cost, including annexation, is \$.84/sq. ft.

**Land Sale #4**

LOCATION: NEC of 57<sup>th</sup> Street and 3<sup>rd</sup> Avenue South, Great Falls, MT  
GRANTOR: Peter D. Bleskin & Dipper J. Ranch, LLC  
GRANTEE: Tony C. Byrd (FERRO 12)

RECORDING DOCUMENT: R 0081157  
DATE OF RECORDING: 4/26/04

LEGAL DESCRIPTION: Tracts 60 and 63, COS S-0004005, and Tracts 6 1 A and 62A, COS S-0004155, Cascade County, MT

LOT SIZE: 19.04 Acres = 829,382 Sq. Ft  
 ZONING: B-2  
 UTILITIES: Near  
 TOPOGRAPHY: Slight slope  
 HIGHEST & BEST USE: Commercial

DATE OF SALE: April, 2004  
 SALES PRICE: \$300,000  
 TERMS OF SALE: Cash

CASH EQ. PRICE: \$300,000  
 UNIT CASH EQ. PRICE: \$.36/sq. ft.

CONFIRMED BY: William Ferro, MAI  
 CONFIRMED WITH: Grantor

**Land Sale #5 (Option)**

LOCATION: Near Benefis and Great Falls Clinic medical campuses, Great Falls, MT  
 GRANTOR: Confidential  
 GRANTEE: Confidential  
 RECORDING DOCUMENT: Not recorded  
 DATE OF RECORDING: Due to close 1/1/06 (FERRO 13)

LEGAL DESCRIPTION: Confidential  
 LOT SIZE: 43.55 Acres, or 1,897,038 Sq. Ft.  
 ZONING: PLI  
 UTILITIES: Near  
 TOPOGRAPHY: Slight slope  
 HIGHEST & BEST USE: Medical

DATE OF OPTION: July, 2005  
 SALES PRICE: \$1,707,414  
 TERMS OF SALE: Cash

CASH EQ. PRICE: \$1,707,414  
 UNIT CASH EQ. PRICE: \$.90/Sq. Ft.

CONFIRMED BY: William Ferro, MAI  
 CONFIRMED WITH: Grantor

COMMENTS: This is an option to purchase that was entered into on 7/1/05. The grantor expects the option to be exercised and closed by 1/1/06.

**Land Sale #6**

LOCATION: SEC of 29th Street and 15th Avenue South, Great Falls, MT  
 GRANTOR: Emmanuel Church, a corporation  
 GRANTEE: The Great Falls Clinic Realty, LLP  
 REC. DOCUMENT: WD 298-860  
 DATE OF RECORDING: 10/17/97

LEGAL DESCRIPTION: Mark 21E, Section 17, T20N, R4E, Cascade County, MT (FERRO 14)  
 LOT SIZE: 16.73 Acres = 728,759 Sq. Ft  
 ZONING: R-2 Low Density Residential  
 UTILITIES: Adjacent to property; available upon annexation

TOPOGRAPHY: Slight slope  
 HIGHEST & BEST USE: Medical Commercial

DATE OF SALE: October, 1997  
 SALES PRICE: \$600,000  
 TERMS OF SALE: Cash  
 CASH EQ. PRICE: \$600,000

UNIT CASH EQ. PRICE: \$35,864/Acre = \$.82/Sq. Ft.  
 CONFIRMED BY: William Ferro, MAI  
 CONFIRMED WITH: Realtor and Appraiser

COMMENTS: The purchaser subdivided the site and annexed the 3.3389 acres, on which it constructed an outpatient surgery center. Subsequently the purchaser annexed the remainder of the site, upon which it is constructing a cancer center. Annexation costs for the entire site is \$.09 per sq. ft. The total price per sq. ft. for the developed site, including annexation costs, is \$.91.

In the following chart I compare the sales to the subject site. Because of the limited amount of sales data available, it is not possible to arrive at specific percentage or dollar amount adjustments for each of the elements, examined in the chart. I did make positive or negative adjustments that indicate inferior or superior comparability to the subject. (FERRO 15)

(MOE Note: *I was unable to reproduce the chart on FERRO 16 on Sept. 17. I imagine it is the most helpful data piece in the entire document and will bring copies to the meeting on Wednesday.*)

The comparable sales range from \$.36 to \$.90 per square foot. Sales #1, #2, and #3 are all located near the subject on the west side of 26th Street South. Sale #1 is the location of the new Centene facility and has frontage on 26th Street South. This property is inferior to the subject in date of sale, utilizes and size; it is superior in access due to its frontage on 26th Street South. After considering all adjustments it is my opinion this sale is similar to the subject in overall comparability. Sale #2 is adjacent to sale #1 on the north. This property is inferior to the subject in (FERRO 16) date of sale and utilities; it is superior in location due to its frontage on 26th Street South. After considering all adjustments it is my opinion this sale is similar to the subject in overall comparability. Sale #3 is adjacent to the Centene property on the west. At the time of purchase this property had no direct access to an improved street, but will have access to the extension of 23rd Street South after its completion. This property is inferior to the subject in date of sale, utilities, access and overall comparability. Sale #4 is located on 57th Street South near the air force base. This property is superior to the subject in access; inferior in date of sale, location, utilities and in overall comparability. Sale #5 is an option to purchase that I have been asked to keep confidential until its closing. This property is located within the subject neighborhood. It is inferior to the subject in size; superior in location given that it's located on the east side of 26th Street South near Benefis and Great Falls Clinic; it is also superior in access and overall comparability. Sale #6 is the current location of the Great Falls Clinic's outpatient surgery and cancer center, which is adjacent to other clinic properties. This property is considered inferior to the subject in date of sale; it is superior in location, access and overall comparability.



Based on my analysis of the sales comparables, it is my opinion the indicated price per square foot for the subject should be near the prices per square foot of sales #1 and #2, more than sales #3 and #4, but less than sales #5 and #6. In arriving at a final value estimate for the subject property I have given most weight to sales #1 and 2. The final estimated price per square foot for the subject property is \$.50.

### **CONCLUSION OF VALUE**

The final estimated value of the fee simple estate of the subject site as of the date of last inspection, September 7, 2005, is:

540,575 Sq. Ft. @ \$.50    \$270,288, rd to \$270,000

The value estimate is based on an exposure time of one year. Marketing time is projected to be the same as exposure time. The value estimate is further based on the hypothetical condition that the three separate parcels are to be considered contiguous, even though they are separated by streets and alley.

FERRO APPRAISAL SERVICES, INC.

17

September 21-23, 2005

ITEM 128-103-R0905

**OPERATING BUDGETS – FY 2006  
Montana University System**

**THAT:**

The operating budgets of all fund groups for the institutions and agencies of the Montana University System for the fiscal year commencing July 1, 2005, as submitted by each of the units, recommended by the Commissioner of Higher Education, and summarized on the following budget schedules, are hereby authorized.

In order to allow flexibility as authorized by the Legislature in HB2, the Board of Regents authorizes the Commissioner of Higher Education or her designee to approve transfers between programs from the approved operating budgets or movement of authority between fiscal years.

The Commissioner of Higher Education or her designee shall be authorized to approve budget amendments relating to Federal funds and to other funds appropriated by reference in H.B. 2 such as, but not limited to, federal funds, restricted funds, designated funds, auxiliary enterprise funds, loan funds, and plant funds not specifically limited by the Long Range Building Program appropriation acts or Regent policies.

**EXPLANATION:**

Approval of these operating budgets is required by 17-7-138(2), M.C.A. which states: "The expenditure of money appropriated in the general appropriations act to the board of regents, on behalf of the university system units, as defined in 17-7-102, is contingent upon approval of a comprehensive operating budget by October 1 of each fiscal year". The approving authority for the university system is defined by 17-7-102(3)(f), M.C.A. to be the Board of Regents of Higher Education or its designated representative.



**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

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2500 Broadway ◊ PO Box 203101 ◊ Helena, Montana 59620-3101 ◊ (406)444-6570 ◊ FAX (406)444-1469

September 7, 2005

**TO:** Board of Regents

**FROM:** Sheila M. Stearns  
Commissioner

**SUBJECT:** ITEM 128-103-R0905 Executive Summary – MUS Operating Budgets

The operating budgets for the Montana University System, as required by 17-7-138(2) M.C.A., are hereby submitted for your review.

Along with this memo, I have included budget definitions specific to colleges and universities that may be a helpful reference as you review the proposed operating budgets. Also included with the executive summary are the FY 2005 Negative Fund Balance Report, the FY 2005 Bonded Indebtedness Report, and a report on the Utility Surcharge.

To complement the individual campus budgets, each of the campus CEOs has provided an executive summary that relates the general operating budget to campus and regent priorities.

Also included with each campus executive summary are the budget metrics recommended by the Regent's Budget Committee. These metrics include proposed and historical information on enrollments, expenditures per student, expenditures by program, per student funding, staffing ratios, and current year budget changes.



## State Funding

The following table reflects the general fund and six-mill levy revenue for Montana's public higher education institutions.

	FY 2004 Actual	FY 2005 Actual	FY 2006 Op Budget	FY 2007 OP Budget Estimated	Biennial \$ Change	Biennial % Change
State Support and 6-Mill Levy						
Educational Units	\$118,523,857	\$113,844,233	\$124,780,006	\$126,321,059	\$18,732,975	8.75%
Retirement Holdback from the Educ. Units			804,019	791,256	1,595,275	Included Above
Special OTO for 2-Year Programs (Biennial)			4,460,678	-	4,460,678	New
Distance Learning Initiative (Biennial)			120,000	180,000	300,000	New
Regent Priorities	43,983	31,014	(Already Allocated to OCHE for the 2007 Biennium)			0.00%
Dental School Feasibility			5,000	5,000	10,000	New
Family Pract. Residency	319,367	319,366	319,366	319,366	(1)	0.00%
Ag Experiment Station	10,279,958	10,451,174	10,875,387	11,423,399	1,567,654	7.56%
Extension Services	4,481,715	4,573,827	5,112,843	5,504,122	1,561,423	17.24%
Fire Serv. Training School	560,535	518,233	598,292	620,292	139,816	12.96%
Bureau of Mines	1,581,899	1,601,231	1,738,919	1,805,148	360,937	11.34%
Forestry	925,839	936,454	992,995	1,023,543	154,245	8.28%
Regents and OCHE	1,847,088	2,379,666	2,135,174	2,190,068	98,488	2.33%
Community College	6,292,234	6,359,773	7,932,416	8,553,517	3,833,926	30.30%
Student Assistance	8,451,220	8,556,321	9,808,988	10,068,220	2,869,667	16.87%
Tribal Colleges	-	96,500	1,450,000	1,450,000	2,803,500	2905.18%
<b>Total</b>	<b>\$153,307,695</b>	<b>\$149,667,792</b>	<b>\$171,134,083</b>	<b>\$170,254,990</b>	<b>\$38,488,583</b>	<b>12.70%</b>

## Enrollment

The following table provides actual enrollments and projections for the same time period.

	FY 2004 Actual	FY 2005 Actual	FY 2006 Projected	FY 2007 Projected	Biennial Change in #	Biennial Change in %
MUS Resident FTE	26,828	26,321	26,942	27,175	968	1.8%
MUS WUE FTE	1,448	1,434	1,447	1,440	5	0.2%
MUS Non-Resident FTE	4,907	5,007	5,172	5,242	500	5.0%
<b>MUS Subtotal</b>	<b>33,183</b>	<b>32,762</b>	<b>33,561</b>	<b>33,857</b>	<b>1,473</b>	<b>2.2%</b>
CC Resident FTE	2,486	2,362	2,631	2,770	553	11.4%
CC Non-Resident	116	133	145	145	41	16.5%
<b>CC Subtotal</b>	<b>2,602</b>	<b>2,495</b>	<b>2,776</b>	<b>2,915</b>	<b>594</b>	<b>11.7%</b>
<b>Total FTE</b>	<b>35,785</b>	<b>35,257</b>	<b>36,337</b>	<b>36,772</b>	<b>2,067</b>	<b>2.91%</b>

**Current Unrestricted Fund**

Overall, the general operating budgets for the educational units and agencies increase by 8 percent from fiscal year 2005 (actual) to FY 2006 (budget). The major factors driving this increase include:

- Personal services
- Campus initiatives approved by the Board of Regents (BOR) for the 2007 biennium.
- Fee waivers
- General inflation factors approved allowed in the BOR budget plan.

A summary of changes (FY 2005 budget to FY 2006 budget) has been aggregated from the current year budget metric “Current Year Budget Changes” and is shown on Attachment A.

**Total Funds**

Although we focus primarily on the current unrestricted portion of the MUS budgets, you are asked to review and approve each unit’s total budget, including all sources of funds as well as the Community College budgets.

The following table summarizes all funds subject to Regents approval in the operating budgets.

<b>Funds</b>	<b>FY 2005 Actual Expenditures</b>	<b>FY 2006 Op Budgets</b>	<b>Dollar Change</b>	<b>% Change</b>
State Funds Identified Above	\$ 149,667,792	\$ 171,134,083	\$ 21,466,291	14%
Other Current Unrestricted Funds - MUS	167,992,746	182,998,226	15,005,479	9%
Other Current Unrestricted Funds - CC	9,770,786	10,112,284	341,498	3%
Restricted Funds - MUS	249,700,307	294,569,215	44,868,908	18%
Restricted Funds - CC	9,602,293	9,341,571	(260,722)	-3%
Designated Funds	158,298,323	164,243,172	5,944,849	4%
Auxiliary Enterprise Funds	74,587,658	81,738,627	7,150,969	10%
Loan and Endowment Funds	451,017	543,731	92,714	21%
Plant Funds	45,674,697	69,741,709	24,067,012	53%
<b>Total Funds</b>	<b>\$ 865,745,619</b>	<b>\$ 984,422,618</b>	<b>\$ 118,676,999</b>	<b>14%</b>

**Reserves**

Several campuses have budgeted transfers to reserve funds authorized by BOR policies. A summary of transfer-out activity, including transfers to reserve accounts, is shown on schedule 19. The reserve with the largest activity for FY 2005 and FY 2006 respectively was the retirement account (policy 901.10) and the new revolving account (policy 901.15), which is used to mitigate the impact of unanticipated revenue shortfalls and/or unanticipated and unavoidable increases in expenditures.

### **Supplemental Budget Data**

My staff has also provided some ancillary budget data for your review. The following documents are attached.

- FY 2000 - FY 2006 General Operating Fund Sources of Revenue – Educational Units (B)
- FY 2000 - FY 2006 Summary of All Expenditures - All Funds - All Units (C)
- MUS Long Range Building Projects (LRBP) (HB 5) 2007 Biennium (D)
- MUS (LRBP) Bonded Projects (HB 540) 2007 Biennium (E)
- Two – year equipment projects that were funded with “One-time Only Appropriations” – Approved at the May Regents meeting (F)
- Expenditures per Students - All Campuses (G)

### **Budget Presentations**

On Wednesday, September 21st, you will hear a short presentation from each of the campus CEOs regarding their FY 2006 operating budgets. I hope you have the opportunity to review the operating budgets prior to that date. The CEOs and fiscal officers will be available to respond to questions you have at that meeting and in the following full board meeting if you are unable to attend.

If you need further information or have questions prior to that time please contact Pam Joehler or Mark Bruno.

MONTANA UNIVERSITY SYSTEM										
REPORTING METRIC - CHANGES BETWEEN FY 2005 AND FY 2006 BUDGETS										
Expenditures Changes	Montana State University			University of Montana			Helena COT		TOTALS	% Change
	Bozeman	Billings	Northern	Great Falls COT	Missoula	Tech	Western	Helena COT		
Cost Increases:	411,130	145,879		110,608	489,362	60,678	26,986	20,723	1,265,366	6%
Salary Annualization - FY05	1,600,055	550,871		0	1,911,203	355,397	148,127	191,679	4,757,332	22%
Salary Increases	1,104,967	182,307		1,044	1,016,918	189,586	95,475	88,473	2,679,770	12%
Insurance/Benefit Increases	118,500	64,623		15,303	341,620	47,000	11,743	25,035	623,824	3%
Promotions/Floors	185,937			5,500	119,774		0		311,211	1%
Market/Equity	92,253			59,800	56,400		19,706	2,744	230,903	1%
MAP	3,512,842	943,680		42,994	3,935,277	652,661	302,037	328,654	10,020,983	46%
Total Salary & Benefits	1,006,336	67,618		39,300	1,065,824	155,849	66,722		2,654,649	12%
Scholarships and Fellowships	737,476	217,274		25,000	488,100	68,137	21,895	6,271	1,648,735	8%
Natural Gas/Electricity	236,781	16,932		2,886	334,011	8,418	8,418	7,762	606,790	3%
Library Materials Increase	592,787	308,829		29,932	285,948	83,761	23,341	17,766	1,288,097	6%
Fixed Cost Increases	0	(579,958)		1,800	12,909	70,000	(20,000)		(515,249)	-2%
Bad Debt	235,826								235,826	1%
2.5% Operations Inflation	119,522								119,522	1%
3.3% Repair & Maint. Inflation	7,336			1,043					8,379	0%
Local Utilities	252,091								252,091	1%
Utilities Contingency	(146,861)			(123,000)	(2,043,947)	(204,577)			(2,518,385)	-11%
Campus Transfers	(1,847,757)			75,000	290,629		(96,702)	(125,000)	(1,703,830)	-8%
Budget Reserves							142,770	(45,211)	97,559	0%
Enrollment Adjustment										0%
Inflation Increases	855,861	579,958		789,478	1,646,819	381,624	40,244	68,555	4,332,057	20%
Other				(30,482)						
Priorities/Investments										
New Salary Lines	100,000								100,000	0%
UD Nursing, Student Teaching	260,199								260,199	1%
Core 2.0	348,100								348,100	2%
GTA Enhancements	400,000								400,000	2%
Office of Facilities Services	359,000								359,000	2%
ITC, including Web Payment	359,719								359,719	2%
Student Success & Retention	75,000	100,000					68,300		644,300	3%
Increase Faculty Termination Pool					300,000				300,000	1%
Recruiting Initiative					300,000				300,000	1%
Sustained Growth Initiative					250,000		50,000		(59,000)	0%
Presidential Scholarships					120,000				120,000	1%
Athletics - Incr Inst Support					100,000				100,000	0%
Capital Campaign						70,460			70,460	0%
Academic Prog Enhanc./Quality				46,207	795,000		69,300		1,010,507	5%
Stew of Phys. Assets				100,000					100,000	0%
O&M Technology		193,584		5,000					198,584	1%
Program fee distributions	410,000								410,000	2%
Other targeted tuition distributions	280,000								280,000	1%
Other	(24,767)	110,690							85,923	0%
<b>TOTALS</b>	<b>8,129,491</b>	<b>1,958,604</b>	<b>860,674</b>	<b>930,640</b>	<b>7,850,570</b>	<b>1,277,915</b>	<b>618,325</b>	<b>268,797</b>	<b>21,916,016</b>	<b>100%</b>

Source: Individual campus reporting metric worksheets for "Current Year Budget Changes"

ATTACHMENT A



MONTANA UNIVERSITY SYSTEM  
CURRENT UNRESTRICTED FUND

	FY 2000 (Actual)	FY 2001 (Actual)	FY 2002 (Actual)	FY 2003 (Actual)
General Fund	94,775,677	96,927,364	104,947,645	101,347,328
Millage	14,809,000	15,280,000	11,868,912	12,036,912
Total State Percentage	49.7%	49.7%	48.1%	43.2%
Tuition & Fees	107,969,329	110,587,682	123,359,104	145,598,327
Interest Earnings	1,914,149	1,802,946	1,459,910	945,386
Transfers	45,626	0	0	927,280
Other	813,826	1,181,043	1,110,484	1,570,920
<b>Total</b>	<b>220,327,607</b>	<b>225,779,035</b>	<b>242,746,055</b>	<b>262,426,153</b>
	43.0%	42.9%	43.2%	38.6%
	6.7%	6.8%	4.9%	4.6%
	49.0%	49.0%	50.8%	55.5%
	0.9%	0.8%	0.6%	0.4%
	0.0%	0.0%	0.0%	0.4%
	0.4%	0.5%	0.5%	0.6%
	100%	100%	100%	100%

	FY 2004 (Actual)	FY 2005 (Actual)	FY 2006 (Budget)
General Fund	106,288,857	101,231,233	111,395,004
Millage	12,235,000	12,362,999	13,385,000
Total State Percentage	42.5%	39.2%	39.5%
Tuition & Fees	154,598,464	169,101,878	188,215,243
Interest Earnings	689,643	1,571,363	870,672
Transfers	3,803,991	3,959,705	418,044
Other	1,248,483	1,323,457	1,269,435
<b>Total</b>	<b>278,864,438</b>	<b>289,550,635</b>	<b>315,553,398</b>
	38.1%	35.0%	35.3%
	4.4%	4.3%	4.2%
	55.4%	58.4%	59.6%
	0.2%	0.5%	0.3%
	1.4%	1.4%	0.1%
	0.4%	0.5%	0.4%
	100%	100%	100%

Source: Montana Operating Budgets FY 2000 to FY 2006  
FY 2006 does not include the \$4,460,678 million biennial "one-time only" general fund appropriation for 2-year colleges.

ATTACHMENT B

MONTANA UNIVERSITY SYSTEM

MONTANA UNIVERSITY SYSTEM  
SUMMARY OF EXPENDITURES  
ALL FUNDS

FUND TYPE	Actual FY 2000	% of Budget	Actual FY 2001	% of Budget	Actual FY 2002	% of Budget	Actual FY 2003	% of Budget	Actual FY 2004	% of Budget	Actual FY 2005	% of Budget	Budget FY 2006	% of Budget
<b>CURRENT FUNDS</b>														
Current Unrestricted	250,712,265	35.1%	256,259,916	36.8%	275,034,818	37.1%	297,288,530	39.0%	310,650,369	39.1%	317,564,038	37.5%	352,682,309	36.8%
Current Restricted	194,238,706	27.2%	204,527,083	29.4%	224,473,076	30.3%	218,291,674	28.7%	224,654,650	28.3%	249,700,307	29.5%	294,569,215	30.6%
Current Designated	98,957,371	13.8%	110,749,022	15.9%	118,776,381	16.0%	120,404,603	15.8%	129,355,406	16.3%	158,298,323	18.7%	164,243,172	17.0%
Auxiliary Enterprises	62,154,177	8.7%	66,501,026	9.6%	71,784,811	9.7%	71,909,657	9.4%	70,316,098	8.8%	74,587,658	8.8%	81,738,627	8.6%
<b>SUBTOTAL CURRENT FUNDS</b>	<b>606,062,519</b>	<b>84.7%</b>	<b>639,036,047</b>	<b>91.7%</b>	<b>690,069,086</b>	<b>93.0%</b>	<b>707,894,464</b>	<b>93.0%</b>	<b>734,976,523</b>	<b>92.5%</b>	<b>800,150,326</b>	<b>94.5%</b>	<b>893,233,323</b>	<b>92.7%</b>
<b>LOAN FUNDS</b>	<b>501,666</b>	<b>0.1%</b>	<b>717,900</b>	<b>0.1%</b>	<b>375,444</b>	<b>0.1%</b>	<b>682,148</b>	<b>0.1%</b>	<b>516,075</b>	<b>0.1%</b>	<b>451,017</b>	<b>0.1%</b>	<b>543,731</b>	<b>0.1%</b>
<b>ENDOWMENT FUNDS</b>	<b>102,941</b>	<b>0.0%</b>	<b>500</b>	<b>0.0%</b>	<b>153,371</b>	<b>0.0%</b>	<b>205,479</b>	<b>0.0%</b>	<b>221,528</b>	<b>0.0%</b>	<b>254,969</b>	<b>0.0%</b>	<b>334,888</b>	<b>0.0%</b>
<b>PLANT FUNDS</b>	<b>16,674,294</b>	<b>2.3%</b>	<b>26,073,514</b>	<b>3.7%</b>	<b>19,754,585</b>	<b>2.7%</b>	<b>19,538,073</b>	<b>2.6%</b>	<b>9,342,023</b>	<b>1.2%</b>	<b>10,166,342</b>	<b>1.2%</b>	<b>30,795,955</b>	<b>3.2%</b>
Unexpended and R&R	9,920,927	1.4%	10,067,258	1.4%	11,331,729	1.5%	13,519,919	1.8%	13,574,117	1.7%	14,737,006	1.7%	17,544,317	1.8%
Repair and Replacement	82,036,027	11.5%	20,627,411	3.0%	20,318,298	2.7%	19,733,112	2.6%	35,597,230	4.5%	20,771,349	2.5%	20,762,437	2.2%
Retirement of Indebtedness									598,243	0.1%	-	0.0%	639,000	0.1%
Net Investment in Plant	108,631,248	15.2%	56,768,183	8.2%	51,404,612	6.9%	52,791,104	6.9%	59,111,613	7.4%	45,674,697	5.4%	69,741,709	7.2%
<b>SUBTOTAL PLANT FUNDS</b>	<b>108,631,248</b>	<b>15.2%</b>	<b>56,768,183</b>	<b>8.2%</b>	<b>51,404,612</b>	<b>6.9%</b>	<b>52,791,104</b>	<b>6.9%</b>	<b>59,111,613</b>	<b>7.4%</b>	<b>45,674,697</b>	<b>5.4%</b>	<b>69,741,709</b>	<b>7.2%</b>
<b>TOTAL ALL FUNDS</b>	<b>715,298,374</b>	<b>100.0%</b>	<b>695,522,630</b>	<b>100%</b>	<b>742,002,513</b>	<b>100%</b>	<b>761,573,195</b>	<b>100%</b>	<b>794,825,739</b>	<b>100%</b>	<b>846,531,009</b>	<b>100%</b>	<b>963,853,751</b>	<b>100.0%</b>

Source: Montana Operating Budgets FY 2000 to FY 2006.  
FY 2006 does not include the \$4,460,678 million biennial "one-time only" general fund appropriation for 2-year colleges.  
Excludes community colleges and tribal colleges.

ATTACHMENT C

House Bill 5 - Long Range Building Program (LRBP)  
Montana University System Projects - 2007 Biennium

Building Projects	LRBP Cash Funding	State Revenue Funds	Federal Revenue Funds	University Other Funds	Total Project Funding
<b>Montana University System - Statewide</b>					
ADA/Code/Deferred Maintenance Projects	\$1,393,000	\$0	\$0	\$0	\$1,393,000
Classroom/Laboratory Upgrades	<u>995,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>995,000</u>
Sub Total Statewide Projects	2,388,000				2,388,000
<b>Montana State University (MSU)</b>					
Upgrade HVAC Systems - Pershing & Brockman Halls, Northern	521,380				521,380
Heating System Improvs - Academic Center & McMullen Halls, Billings	243,775				243,775
Facility Repairs & Improvements, Billings	542,275				542,275
Heating Plant Phase 3, Bozeman	945,250				945,250
Water/Sewer System Repairs and Maintenance, Bozeman	248,750			250,000	498,750
Upgrade Primary Electrical Distribution, Bozeman	746,250			750,000	1,496,250
Facility Repairs and Improvements, AES	477,600				477,600
Maintenance projects, MAES	646,750				646,750
Campus Improvements, Northern	636,800			300,000	936,800
General Spending Authority, All Campuses				7,000,000	7,000,000
VisComm Black Box Theater, Bozeman				2,750,000	2,750,000
Animal Bioscience Building				7,500,000	7,500,000
Museum of the Rockies				12,000,000	12,000,000
Native American Student Center	<u>0</u>	<u>0</u>	<u>0</u>	<u>8,000,000</u>	<u>8,000,000</u>
Sub Total MSU Projects	5,008,830	0	0	38,550,000	43,558,830
<b>University of Montana (UM)</b>					
Upgrade Steam Distribution System, Missoula	5,905,325			3,060,000	8,965,325
Mining & Geology Building Mechanical System Renovation, Butte	915,400				915,400
Upgrade Health Sciences HVAC System - Phase 2, Missoula	965,150				965,150
Renovate Domestic Water Distribution System, Dillon	182,185				182,185
Renovate HVAC Systems - Science Complex 3rd & 4th Floors, Missoula	606,950				606,950
Law Building ADA Improvements/Renovation/Expansion, Missoula	500,000				500,000
School of Journalism Building, Missoula	500,000				500,000
General Spending Authority, All Campuses				4,000,000	4,000,000
Native American Study Center				2,500,000	2,500,000
Research Lab Facility				3,000,000	3,000,000
MBMG/Petroleum Building, UM Tech				5,400,000	5,400,000
New Construction - Consolidate Campus, MCOT				24,500,000	24,500,000
New Gallery Space, Missoula				6,000,000	6,000,000
New Forestry Complex, Missoula	<u>0</u>	<u>0</u>	<u>0</u>	<u>20,000,000</u>	<u>20,000,000</u>
Sub Total UM Projects	\$9,575,010	\$0	\$0	\$68,460,000	\$78,035,010
<b>Total</b>	<u>\$16,971,840</u>	<u>\$0</u>	<u>\$0</u>	<u>\$107,010,000</u>	<u>\$123,981,840</u>

HB 5 - The legislature approved a long-range building program that includes \$17.0 million general fund to support capital projects at the university educational units and at certain research/public service agencies. Also approved in HB 5 was the use of other university funds, in the amount of \$107 million, to support these long-range building projects. While the construction and renovation of these new projects has no effect on HB 2 expenditures for the university system, bringing new space online at the campuses will have an impact on operations and maintenance costs in the future. Operations and maintenance costs supported with state funding are calculated based on the present law adjustment formula adopted by the legislature, and these costs are only supported with state funding for academic facilities.

SOURCE: Legislative Fiscal Division Report 2007 Biennium

Attachment D

**House Bill 540 - General Obligation Bonds for Capital Projects**  
**Montana University System Projects - 2007 Biennium**

<b>Capital Project</b>	<b>Date of Bond Issue</b>			<b>Total Project Bonding</b>
	<b>May-06</b>	<b>May-07</b>	<b>May-08</b>	
<u>Montana State University</u>				
Great Falls College of Technology	\$850,000	\$8,150,000	\$2,000,000	\$11,000,000
Billings College of Technology	3,680,000	4,920,000	400,000	9,000,000
Gaines Hall Renovation	3,500,000			3,500,000
Agriculture Experiment Station (Statewide)	<u>500,000</u>			<u>500,000</u>
<b>MSU Sub-Total</b>	<u>8,530,000</u>	<u>13,070,000</u>	<u>2,400,000</u>	<u>24,000,000</u>
<u>University of Montana</u>				
Helena College of Technology	7,000,000	500,000		7,500,000
Montana Tech Petroleum Building, Butte	<u>900,000</u>	<u>2,100,000</u>	<u>6,000,000</u>	<u>9,000,000</u>
<b>UM Sub-Total</b>	<u>7,900,000</u>	<u>2,600,000</u>	<u>6,000,000</u>	<u>16,500,000</u>
<b>University System Total Bonded Indebtedness</b>	<u>\$16,430,000</u>	<u>\$15,670,000</u>	<u>\$8,400,000</u>	<u>\$40,500,000</u>

HB 540 - The legislature approved state debt for the issuance of general obligation bonds in the amount of \$40.5 million to support various projects at the university educational units. Once again, as in the HB 5 expenditures, there is no immediate impact on HB 2 from these bonded projects, but the resulting academic facilities will increase state funded costs in supporting operations and maintenance.

SOURCE: Legislative Fiscal Division Report 2007 Biennium

**Attachment E**

**Montana University System  
2-year Equipment Funding**

Rank	Program	Description	\$ Amount	Cummulative
1	Northern	General Equipment	\$ 235,504	\$ 235,504
2	Great Falls	Healthcare Equipment	\$ 187,352	\$ 422,856
3	Missoula	Welding Technology	\$ 89,226	\$ 512,082
4	Missoula	Allied Health	\$ 45,420	\$ 557,502
5	FVCC	Surveying and Natural Resources	\$ 74,400	\$ 631,902
6	Billings	Transportation	\$ 401,743	\$ 1,033,645
7	Northern	Applied Technology Center	\$ 276,713	\$ 1,310,358
8	Billings/Miles/Dawson	Cisco Training	\$ 113,131	\$ 1,423,489
9	Butte	Metals Fabrication Technology	\$ 73,299	\$ 1,496,788
10	Miles	Auto Mechanics Technology	\$ 108,125	\$ 1,604,913
11	Billings	Healthcare and Safety	\$ 359,462	\$ 1,964,375
12	Helena	Laboratory Equipment	\$ 168,612	\$ 2,132,987
13	FVCC	Construction Trades	\$ 97,350	\$ 2,230,337
14	Billings	Industry Center	\$ 272,531	\$ 2,502,868
15	Butte	Automotive Technology	\$ 35,983	\$ 2,538,851
16	FVCC/Missoula	Construction Trades & Heavy Equipment	\$ 648,000	\$ 3,186,851

One time only appropriation approved by the 2007 legislature.

**Attachment F**

REPORTING METRIC						
EXPENDITURES PER STUDENT						
<u>Campus</u>	General Operating Expenditures per FTE Student					
	FY 02 <u>Actual</u>	FY 03 <u>Actual</u>	FY 04 <u>Actual</u>	FY 05 <u>Actual</u>	FY 06 <u>Budget</u>	<u>Growth Rate</u>
University of Montana	\$ 7,627	\$ 8,067	\$ 8,202	\$ 8,733	\$ 9,323	5.1%
UM - Missoula	8,229	8,658	8,924	9,341	10,040	5.1%
UM - MT Tech	7,306	7,810	8,101	8,302	8,906	5.1%
UM - Helena COT	5,186	5,531	5,790	6,177	6,410	5.4%
Montana State University						
MSU - Bozeman	7,913	8,612	9,077	9,692	10,510	7.4%
MSU - Billings	6,697	7,020	7,114	7,568	8,042	4.7%
MSU - Northern	7,213	7,863	8,226	9,143	9,117	6.0%
MSU - Great Falls COT	5,541	5,654	6,121	6,500	6,529	4.2%

Source: Individual campus reporting metric worksheets for "Expenditures per Student"

ATTACHMENT G (1)

**REPORTING METRIC  
EXPENDITURES PER STUDENT**  
General Operating Expenditures Compared to the Cost of Education Target Expenditures

Campus	<u>FY 02 Actual</u>	<u>FY 03 Actual</u>	<u>FY 04 Actual</u>	<u>FY 05 Actual</u>	<u>FY 06 <sup>1</sup> Budget</u>
<b>University of Montana</b>					
<b>UM - Missoula</b>					
Expenditures/FTE	\$ 7,627	\$ 8,067	\$ 8,202	\$ 8,733	\$ 9,323
COE Target Cost	8,750	9,071	9,438	9,577	9,960
% of Target	87.2%	88.9%	86.9%	91.2%	93.6%
<b>UM - MT Tech</b>					
Expenditures/FTE	8,229	8,658	8,924	9,341	10,040
COE Target Cost	11,460	11,918	11,790	11,956	12,434
% of Target	71.8%	72.6%	75.7%	78.1%	80.7%
<b>UM - Western</b>					
Expenditures/FTE	7,306	7,810	8,101	8,302	8,906
COE Target Cost	8,930	9,207	9,293	9,373	9,748
% of Target	81.8%	84.8%	87.2%	88.6%	91.4%
<b>UM - Helena COT</b>					
Expenditures/FTE	5,186	5,531	5,790	6,177	6,410
COE Target Cost	6,686	6,860	6,715	6,809	7,081
% of Target	77.6%	80.6%	86.2%	90.7%	90.5%
<b>Montana State University</b>					
<b>MSU - Bozeman</b>					
Expenditures/FTE	7,913	8,612	9,077	9,692	10,510
COE Target Cost	9,694	9,988	10,336	10,537	10,958
% of Target	81.6%	86.2%	87.8%	92.0%	95.9%
<b>MSU - Billings</b>					
Expenditures/FTE	6,697	7,020	7,114	7,568	8,042
COE Target Cost	7,990	8,245	8,462	8,587	8,930
% of Target	83.8%	85.1%	84.1%	88.1%	90.1%
<b>MSU - Northern</b>					
Expenditures/FTE	7,213	7,863	8,226	9,143	9,117
COE Target Cost	9,830	10,141	10,292	10,349	10,763
% of Target	73.4%	77.5%	79.9%	88.3%	84.7%
<b>MSU - Great Falls COT</b>					
Expenditures/FTE	5,541	5,654	6,121	6,500	6,529
COE Target Cost	7,321	7,549	7,186	7,285	7,576
% of Target	75.7%	74.9%	85.2%	89.2%	86.2%

Source: Individual campus reporting metric worksheets for "Expenditures per Student"

<sup>1</sup> Used a 5 year average of the "Higher Education Price Index" (HEPI) Average for FY 06 target cost. The average was a 4% increase.



## MONTANA UNIVERSITY SYSTEM FUNDS AND SUBFUNDS

Current Unrestricted:	<p><i>(A) The unrestricted subfund segregates that portion of the current fund's financial resources that can be expended for general operations and is free of externally imposed restrictions, except those imposed by the legislature. 17-2-102 MCA</i></p> <p>The traditional state appropriated funds which are supported with general funds, tuition, millage, and other funds (including interest earnings).</p>
Current Restricted:	<p><i>(B) The restricted subfund segregates that portion of the current fund's financial resources that can be expended for general operations but only for purposes imposed by sources external to the board of regents and the legislature. 17-2-102 MCA</i></p> <p>Funds which are restricted to purposes specified by sources external to the Board of Regents or the Legislature. Examples include federal grants or contracts, federal financial aid, state grants.</p>
Current Designated:	<p><i>(C) The designated subfund segregates that portion of the current fund's financial resources that is associated with general operations but is separately classified in order to accumulate costs that are to be recharged as allocated to other funds or subfunds, identifies financial activities related to special organized activities of educational departments in which the activity is fully supported by supplemental assessments, and identifies special supply and facility fees that are approved for collections beyond normal course fees and their disposition. 17-2-102 MCA</i></p> <p>These funds are restricted to purposes specified by the Board of Regents or the campus and account for activities associated with general operating funds but separately classified to accumulate costs to recharge to other funds. Examples include computer centers, various student fees, state college work study funds, and indirect cost recoveries.</p>
Auxiliary:	<p><i>(D) The auxiliary subfund segregates that portion of the current fund's financial resources that is devoted to providing essential on-campus services primarily to students, faculty, or staff wherein a fee, which is directly related to but does not necessarily equal the cost of the service provided, is charged to the consumer. 17-2-102 MCA</i></p> <p>Funds dedicated to on-campus services to students, faculty, or staff for a fee. Examples include residence halls, food services, bookstores.</p>
Plant Funds:	<p><i>(v) the plant fund, which accounts for those financial resources allocated to or received by the Montana university system for capital outlay purposes or to retire long-term debts associated with construction or acquisition of fixed assets and the net accumulative results of these activities. 17-2-102 MCA</i></p> <p>Funds used for the acquisition of long term assets, for renewal or replacement of campus properties, for debt service payments, or to account for the cost of long-lived assets. The students' Computer and Equipment fees are recorded in this fund as well as campus Building Fees.</p>
Loan Funds:	<p><i>(ii) the student loan fund, which accounts for money deposited in the state treasury that may be loaned to students, faculty, or staff for purposes related to education, organized research, or public services by the Montana university system. 17-2-102 MCA</i></p> <p>Funds available for loans to students, faculty, or staff. Examples include the Perkins Federal Loan Fund or campus short-term loan funds.</p>
Endowment Funds:	<p><i>(iii) the endowment fund, which accounts for money deposited in the state treasury by the Montana university system wherein the principal portion of the amount received is nonexpendable but is available for investment, thus producing consumable income. 17-2-102 MCA</i></p> <p>Funds received from a donor with restrictions on the principal. Most of the University System's endowments are managed by the related Foundations.</p>





**MONTANA UNIVERSITY SYSTEM  
FUNDS AND SUBFUNDS**

Examples of Accounts within Funds/Subfund Types	
Current Unrestricted:	Operating budgets of all campuses Montana Tech Groundwater, UM Missoula Bed Tax, MSU Northern RIT, Motorcycle Safety, MSU Bozeman's Rural Residency
Current Restricted:	Grants and Contracts (Federal, State, Private) Pell Grant Program, MHEG, SEOG, Federal Work Study MSU Bozeman's Direct Lending Scholarships
Current Designated:	Facilities Services Recharges, Information Technology Recharges, Print Centers Intercollegiate Athletics, Associated Student Accounts Continuing Education Indirect Cost Recoveries Student Fees (Athletic Fees, Activity Fees, Academic Support Fees, Technology Replacement Fees)
Auxiliary:	Family Housing, Residence Halls, Dining Services, Bookstores Lubrecht Forest Camp, Salmon Lake, Yellow Bay Facility Students Health Centers Parking fees and fines
Plant Funds:	Students Building Fees, Computer Fees, Equipment Fees Construction Projects Debt Service Payments Major repairs and renovations of campus facilities
Loan Funds:	Peter Potter Loan Fund - Montana Tech Short Term Loans to Students Federal Perkins Loans



MONTANA UNIVERSITY SYSTEM  
PROGRAMS

Instruction:	This category includes expenditures for general academic instruction, vocational technical instruction, special session instruction, continuing education, and remedial instruction. It includes expenditures for department chairpersons but does not include expenditures for academic deans.
Research:	The research category includes expenditures for activities specifically organized to produce research, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. Most of the budget of the Agricultural Experiment Station is recorded as research and is the biggest research component of the current unrestricted funds of the Montana University System.
Public Service:	This category includes expenditures for community service, cooperative extension services, and public broadcasting services. The largest component of current unrestricted public service expenditures is the Extension Service. Also included in this category are expenses for the Montana Repertory Theatre, KUFM, KUSM, and the Montana Center for Handicapped Children.
Academic Support:	This category of support includes expenditures for support of higher education's primary missions of instruction, research, and public service, as well as the retention, preservation, and display of educational materials. Typical expenditures include educational media services, academic administration, sabbaticals, and course and curriculum development.
Student Services:	Student Services includes expenditures for student services administration, social and cultural development, counseling, career guidance and placement, financial aid administration, student admissions and recruitment, and student records. Expenditures for athletics are recorded in this program.
Institutional Support:	Institutional Support is the program where most "administrative" expenditures are recorded. Expenditures for executive-level activities concerned with management and planning for the institution, legal services, fiscal operations, administrative data processing, employee personnel and records, purchasing, support services for faculty and staff, development, and alumni relations.
Operations and Maintenance of Plant:	This category includes expenditures for physical plant administration, building maintenance, custodial services, utilities, landscape and grounds maintenance, repairs, and minor renovations.
Scholarships and Fellowships:	Fee waivers are recorded in this program, as authorized by the Board of Regents. Generally, waivers of registration, incidental, and nonresident incidental are granted for certain eligible students.



MONTANA UNIVERSITY SYSTEM  
CURRENT UNRESTRICTED FUNDING SOURCES

General Fund:	The state General Fund accounts for all state governmental financial resources except those required to be accounted for in another fund. The major sources of revenue to the state general fund are individual income taxes (contributes about 43%), corporation tax, coal severance tax, oil severance tax, interest on investments, long range bond excess, coal trust fund interest, insurance premium tax, and other taxes and reimbursements.
Millage:	Section 20-25-423 MCA provides that "the legislature shall levy a property tax of not more than 6 mills on the taxable value of all real and personal property each year for 10 years beginning with the year 1989. All revenue from this property tax levy shall be appropriated for the support, maintenance, and improvement of the Montana University System."
Tuition and Fees:	These are charges to students for a share of the cost of attending a unit of the Montana University System. Tuition and the registration fee are the portions of the mandatory fees assessed to all students that are deposited into the current unrestricted funds. Other fees which are deposited in the current unrestricted funds are application fees, course surcharges, late payment fees, and deferred payment fees.
Interest Earnings:	The 1997 Legislature authorized the Montana University System to retain the interest earned on current unrestricted operating funds (mainly tuition.)
Other:	The "other" category of revenue mainly consists of Federal Title IV administrative fees. It also includes dishonored check fees, library fines, and room rentals.
Scholarships and Fellowships:	Fee waivers are recorded in this program, as authorized by the Board of Regents. Generally, waivers of registration, incidental, and non-resident incidental are granted for certain eligible students.

Figure 2 shows the amended current law general fund estimates by revenue category as contained in HJR 2. Actual fiscal 2004 collections are shown, along with projections for fiscal 2005 through 2007.

Figure 2 House Joint Resolution 2 General Fund Revenue Estimates In Millions								
Source of Revenue	Percent of 2004	Actual Fiscal 2004	Estimated Fiscal 2005	Estimated Fiscal 2006	Estimated Fiscal 2007	Estimated Fiscal 04-05	Estimated Fiscal 06-07	Cumulative % of Total
1 Individual Income Tax	43.82%	\$605.348	\$619.486	\$605.029	\$629.840	\$1,224.834	\$1,234.869	42.51%
2 Property Tax	12.27%	169.531	170.051	175.823	182.663	339.582	358.486	54.85%
3 Corporation Income Tax	4.90%	67.723	66.332	80.621	77.927	134.055	158.548	60.30%
4 Vehicle Tax	6.05%	83.607	80.360	80.140	82.050	163.967	162.190	65.89%
5 Common School Interest and Income	0.00%	-	-	-	-	-	-	65.89%
6 Insurance Tax & License Fees	4.09%	56.533	59.272	62.163	65.220	115.805	127.383	70.27%
7 Coal Trust Interest	2.53%	34.907	33.892	33.563	33.898	68.799	67.461	72.59%
8 US Mineral Royalty	2.08%	28.736	35.837	35.616	37.283	64.573	72.899	75.10%
9 All Other Revenue	2.19%	30.242	28.304	24.734	24.923	58.546	49.657	76.81%
10 Tobacco Settlement	0.21%	2.934	2.871	2.319	2.309	5.805	4.628	76.97%
11 Telecommunications Excise Tax	1.51%	20.890	21.307	21.700	22.101	42.197	43.801	78.48%
12 Video Gambling Tax	3.67%	50.749	52.932	55.304	57.782	103.681	113.086	82.37%
13 Treasury Cash Account Interest	0.46%	6.393	9.174	13.116	14.381	15.567	27.497	83.32%
14 Estate Tax	0.83%	11.431	3.701	1.950	0.939	15.132	2.889	83.42%
15 Oil & Natural Gas Production Tax	2.99%	41.324	58.206	61.565	65.263	99.530	126.828	87.78%
16 Motor Vehicle Fee	2.22%	30.724	31.730	36.770	37.819	62.454	74.589	90.35%
17 Public Institution Reimbursements	1.31%	18.110	16.032	14.900	14.900	34.142	29.800	91.38%
18 Lodging Facility Use Tax	0.67%	9.279	10.113	10.715	11.419	19.392	22.134	92.14%
19 Coal Severance Tax	0.63%	8.643	9.105	8.659	8.841	17.748	17.500	92.74%
20 Liquor Excise & License Tax	0.78%	10.718	11.125	11.535	11.959	21.843	23.494	93.55%
21 Cigarette Tax	2.61%	36.002	34.608	33.193	32.030	70.610	65.223	95.80%
22 Investment License Fee	0.35%	4.834	4.464	4.598	4.736	9.298	9.334	96.12%
23 Lottery Profits	0.59%	8.116	7.273	7.288	7.953	15.389	15.241	96.64%
24 Liquor Profits	0.47%	6.500	6.608	6.854	7.158	13.108	14.012	97.12%
25 Nursing Facilities Fee	0.43%	5.916	5.833	5.793	5.757	11.749	11.550	97.52%
26 Foreign Capital Depository Tax	0.00%	-	-	-	-	-	-	97.52%
27 Electrical Energy Tax	0.34%	4.661	4.295	4.276	4.270	8.956	8.546	97.82%
28 Metalliferous Mines Tax	0.23%	3.232	4.483	5.328	5.533	7.715	10.861	98.19%
29 Highway Patrol Fines	0.30%	4.084	4.104	4.125	4.143	8.188	8.268	98.47%
30 Public Contractors Tax	0.15%	2.120	1.748	3.030	2.872	3.868	5.902	98.68%
31 Wholesale Energy Tax	0.24%	3.293	3.485	3.520	3.555	6.778	7.075	98.92%
32 Tobacco Tax	0.26%	3.562	3.677	3.779	3.847	7.239	7.626	99.18%
33 Driver's License Fee	0.22%	3.021	2.997	3.011	3.018	6.018	6.029	99.39%
34 Rental Car Sales Tax	0.18%	2.486	2.593	2.704	2.820	5.079	5.524	99.58%
35 Railroad Car Tax	0.11%	1.568	1.585	1.574	1.562	3.153	3.136	99.69%
36 Wine Tax	0.10%	1.423	1.436	1.487	1.538	2.859	3.025	99.79%
37 Beer Tax	0.21%	2.897	2.933	2.986	3.039	5.830	6.025	100.00%
38 Telephone License Tax	0.00%	0.029	-	-	-	0.029	-	100.00%
39 Long Range Bond Excess	0.00%	-	-	-	-	-	-	100.00%
<b>Total General Fund</b>	<b>100.00%</b>	<b>\$1,381.565</b>	<b>\$1,411.952</b>	<b>\$1,429.768</b>	<b>\$1,475.348</b>	<b>\$2,793.517</b>	<b>\$2,905.116</b>	<b>100.00%</b>

## **Montana Code Annotated Title 17**

**17-2-102. Fund structure. (1) For the purpose of ensuring strict accountability for all revenue received and spent, there are in the state treasury only the following fund categories and types:**

(A) The unrestricted subfund segregates that portion of the current fund's financial resources that can be expended for general operations and is free of externally imposed restrictions, except those imposed by the legislature.

(B) The restricted subfund segregates that portion of the current fund's financial resources that can be expended for general operations but only for purposes imposed by sources external to the board of regents and the legislature.

(C) The designated subfund segregates that portion of the current fund's financial resources that is associated with general operations but is separately classified in order to accumulate costs that are to be recharged as allocated to other funds or subfunds, identifies financial activities related to special organized activities of educational departments in which the activity is fully supported by supplemental assessments, and identifies special supply and facility fees that are approved for collections beyond normal course fees and their disposition.

(D) The auxiliary subfund segregates that portion of the current fund's financial resources that is devoted to providing essential on-campus services primarily to students, faculty, or staff wherein a fee, which is directly related to but does not necessarily equal the cost of the service provided, is charged to the consumer.

(ii) the student loan fund, which accounts for money deposited in the state treasury that may be loaned to students, faculty, or staff for purposes related to education, organized research, or public services by the Montana university system;

(iii) the endowment fund, which accounts for money deposited in the state treasury by the Montana university system wherein the principal portion of the amount received is nonexpendable but is available for investment, thus producing consumable income.

Expendable earnings on endowment funds are to be transferred to appropriate operating funds pursuant to prevailing administrative requirements.

(iv) the annuity and life income fund, which accounts for money deposited in the state treasury by the Montana university system under an agreement whereby the money is made available on condition that the receiving unit of the Montana university system binds itself to pay stipulated amounts periodically to the donor or others designated by the donor over a specified period of time;

(v) the plant fund, which accounts for those financial resources allocated to or received by the Montana university system for capital outlay purposes or to retire long-term debts associated with construction or acquisition of fixed assets and the net accumulative results of these activities; and

(vi) the agency fund, which accounts for money deposited in the state treasury wherein the Montana university system acts in the capacity of a custodian or fiscal agent for individual students, faculty, staff, and qualified organizations.

(2) In addition to the funds provided for in subsection (1), there are in the state treasury the following account groups:

(a) the fixed assets account group, which is a self-balancing group of accounts set up to establish accounting control and accountability for the state's general fixed assets, except those accounted for in proprietary funds, trust funds, and the higher education funds designated in subsections (1)(d)(i)(D), (1)(d)(iii), and (1)(d)(v); and

(b) the long-term debt account group, which is a self-balancing group of accounts set up to establish accounting control and accountability for the state's unmatured general long-term liabilities, except those accounted for in proprietary funds, trust funds, and the higher education funds designated in subsections (1)(d)(i)(D), (1)(d)(iii), and (1)(d)(v).



MONTANA UNIVERSITY SYSTEM  
EXPENDITURE CATEGORIES

Personal Services:	The personal services category includes expenditures for salaries, wages, and benefits provided to persons employed by the Montana University System. The employment categories used by the System agencies are:
Contract Faculty	Contract faculty are those employees who hold an academic contract with the Board of Regents and provide services only in the primary programs of instruction, research, and public service. An FTE employee is expressed in terms of academic year (AY) components. Faculty members who are full-time employees with the institution but are assigned part-time duties within programs are prorated in proportion to their assigned salary.
Contract Professional and Administrative	Contract professional and administrative personnel are those employees other than faculty employees who hold a contract with the Board of Regents. An FTE employee is expressed in term of fiscal year (FY) components. The UM and MSU definitions that distinguish between "professional" and "administrative" apply.
Classified Employees	Classified employees are those employees who participate in the Statewide Classification System and Pay Plan and the Montana University System Achievement Project. This category also includes the skilled crafts employees. One FTE employee is expressed in terms of 2,080 hours.
Graduate Assistants	Graduate assistants are students who have been awarded part-time employment with the institution to provide services in the areas of instruction and research.
Part-time Employees	Part-time employees include all nonfaculty personnel who do not work on a full-time, regular basis, and are not classified employees. One FTE employee is expressed in terms of total salary dollars. For FY2005, \$27,172 was used to convert salaries of nonphysical plant employees and \$28,733 for salaries of physical plant employees. For FY2006, \$27,927 was used to convert nonphysical plant employee salaries and \$29,488 used for physical plant part-time employee salaries.



## MONTANA UNIVERSITY SYSTEM EXPENDITURE CATEGORIES

Operating Costs:	Operating Costs include costs of consumable commodities or services relating to the operating needs of the Montana University System agencies.
Contracted Services	This category includes expenditures for services purchased or contracted for by the Montana University System. Typical expenditures in this category include audit fees, consultants fees (professional services such as legal and accounting), insurance premiums, printing costs (State Publications and Graphics), and information technology services (SABHRS costs, State Information Technology Division).
Supplies and Materials	This category includes expenditures for consumable commodities. Typical expenditures include office supplies (State Central Stores), books and reference materials, and tools. The State's and Federal Government's capitalization threshold is currently \$5,000, so equipment that has a unit cost less than that threshold will be expensed in this category.
Communications	This category includes expenditures for telephone charges, postage, and shipping expenses.
Travel	Expenditures for all travel expenses including in-state, out-of-state, and foreign travel for both employees and nonemployees are reflected here. Expenses for airline tickets, hotel and motel accommodations, and meal and per-diem reimbursements are included in this category. Per diem reimbursements for the Board of Regents are reflected in the Personal Services category.
Rent	Rent paid for buildings, office space, meeting rooms, land, and equipment are accounted for in this category.
Utilities	The expenses related to gas, electricity, water, sewer are reflected in this category.
Repair and Maintenance	Normal maintenance costs such as labor, materials, and overhead of Montana University System facilities, grounds, and equipment are expensed in this category. If the repair or maintenance activity substantially improves the use or life of the asset, the costs should be capitalized instead of expensed in this category.
Other	This category is used to record expenses that don't fit into any of the above operating expenses categories. Typical expenses in this category include indirect cost expense, scholarships, fee waivers, bad debt write-offs, bank service charges, conference registrations, and dues.



**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

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**TO:** BOARD OF REGENTS  
**FROM:** MARK BRUNO, INTERIM DIRECTOR OF BUDGETING AND ACCOUNTING  
**DATE:** SEPTEMBER 7, 2005  
**RE:** NEGATIVE FUND BALANCE– FY2005

The campuses of the Montana University System have submitted their status reports concerning funds with negative fund balances. Attached is a worksheet summarizing the negative fund balances reported in the operating budgets.

**MSU Bozeman** reports a deficit in their Shakespeare in the Parks account. Because of the seasonal nature of the Shakespeare in the Parks account, the University requires them to maintain a positive balance by December 31 of each year instead of June 30. The Athletics designated fund reports a positive fund balance, because University General Operating resources were expended to cover prior years' deficit spending, as reported in both the NCAA Report and the Athletics Report to Regents. FY 2005 revenues exceeded expenses, and the overall deficit has been reduced.

**MSU Northern** suffered setbacks in its general operating and auxiliary operations. The deficit in the general operating account grew from \$28,137 in FY 2004 to \$299,945 in FY 2005. The auxiliary operations (primarily housing and food service operations) deficit increased from \$227,876 to \$296,590. Deficit reductions are on track for Information Technology Services and the Deficit Clearing Account (Formerly Great Falls and Computer Operations).

**UM Missoula** UM Missoula has succeeded in reducing the Intercollegiate Athletics deficit by one-half, from \$943,443 to \$483,766, in the first year (FY2005) of the five year reduction plan approved by the Board in FY04. This places the campus approximately 2 years ahead of the original schedule. The campus will continue to reduce the deficit by no less than \$195,000 per year.

**Montana Tech of the UM** reports no negative fund balances at the fund reporting level. Pledged auxiliaries at Montana Tech have a positive fund balance. The SUB/Mill Bldg/Auditorium which is an auxiliary stand alone functional unit has a negative balance in FY05 as a result of a failed water boiler needing replacement. Montana Tech noted it will manage the SUB/Mill Bldg/Auditorium auxiliary operation carefully in FY 2006 to eliminate or reduce the FY 2005 negative fund balance.

**UM Western** reports a plant fund deficit each year caused by the financial statement GAAP entry to accrue bond interest expense at the end of the fiscal year in advance of the bond payment made in the following fiscal year. When bond payments are made in the subsequent year, the liability is eliminated.

The **Helena College of Technology** continues to have challenges in accounts reported as negative last fiscal year. Although the auxiliary fund as a whole (cafeteria, bookstore, and rental property) is positive, the cafeteria continues to operate at a loss. They are taking the following steps to reduce the negative balance in the Cafeteria fund 1) making a one time transfer of \$30,000 from the bookstore fund to the cafeteria fund and 2) having their food service operations reviewed by staff from the UM Missoula Food Services. The Community Education account negative balance has been reduced by \$2,736 from \$92,249 to \$89,513. The negative balance will be addressed over time with transfers from indirect cost recoveries and net revenues of the designated resale accounts. The college is also looking at ways to revitalize the community education program and generate additional revenues.

Campus CEO's will be available during the operating budget presentations on Wednesday, September 21, 2005, to respond to questions you may have in this regard.



**MONTANA UNIVERSITY SYSTEM  
NEGATIVE FUND BALANCE REPORT FOR FY2005**

UNIT/CAMPUS	FUND	ACCOUNT	FY05 NEGATIVE FUND BALANCE AMOUNT	CAUSE	PROJECTED FY06 BALANCE	COMMENT-EXPLANATION
MSUB/Bozeman	Current Restricted	Shakespeare in the Parks	\$ (87,329)	Seasonal operation, timing differences	\$ (100,000)	Positive fund balance required as of 12/31
MSUN/Northern	Current Unrestricted	General Operating	\$ (269,945)	The increase in negative fund balance is primarily due to \$143,382 increases in fee waivers; \$27,351 is attributed to early retirement incentives paid out; \$15,489 to unanticipated increases in insurance for student athletes; \$7,500 paid to settle a labor lawsuit; \$18,734 in increased utilities; \$32,283 under collected revenue and the remaining \$27,069 in other expenditures.	\$ (150,000)	The campus has established a budget plan to eliminate this deficit at the rate of \$150,000 a year for the next two years. The campus is able to structure and plan for the necessary changes Northern needs to make in the next 24 months in a systematic and realistic manner.
	Current Designated	Deficit Clearing	\$ (35,466)	Gl. Falls and Computer Services operations	\$ 1,534	Negative Fund balance has been reduced by \$37,000. The campus will eliminate this debt in FY2006.
	Current Designated	Information Technology Services	\$ (27,516)	FY2002 department operations issues	\$ 1,484	Negative fund balance has been reduced by \$29,000. The campus will eliminate this debt in FY2006.
	Auxiliaries	Auxiliaries	\$ (296,590)	The enrollment decline also resulted in fewer students in their residences halls for the fiscal year. The census for the year was on average 25 students less each semester compared to the previous year. This reduction in revenue resulted in an operating loss of \$68,711 for the auxiliary operations.	\$ (236,590)	During 2005, Northern implemented a plan to increase the number of students living on campus. They opened the remaining 3 wings of Morgan Hall, wiring all five floors of Morgan and other renovations. They have also structured a housing discount plan for sophomores, and student athletes. The projected budget for our auxiliary operations for FY06 results in an operating profit of \$60,000.
UM/Missoula	Current Designated	Intercollegiate Athletics	\$ (483,766)		\$ 10,100	The UM submitted a plan in FY04 to the MUS Board of Regents to eliminate the deficit over a period of five years ending in FY09. Significant progress was made in the past year to reduce the deficit from the amount reported at 6/30/04 of \$943,443.
UM/Montana Tech	Auxiliaries	SUB/Mill Bldg/Auditorium	\$ (63,073)	Failed water boiler during FY 2005	\$ (7,293)	Pledged auxiliaries at Montana Tech have a positive fund balance. The SUB/Mill Bldg/Auditorium which is an auxiliary stand alone functional unit has a negative balance in FY05 as a result of a failed water boiler needing replaced. The SUB/Mill Bldg/Auditorium may be slightly negative this year but they are working to keep it positive.
UM/Western	Plant Fund	Retirement of Indebtedness	\$ (46,351)	Record accrued interest expense for revenue bond payments due Nov 15 of the following fiscal year.	\$ -	When bond payments are made, the liability is eliminated.
	Current Unrestricted	General Operating	\$ (8,367)	The Payroll accrual accounts were set up to record the payroll expense through June 30. The accrual is reversed in July of the next fiscal year when the actual expense is paid by the operating accounts for the pay period that crosses two fiscal years.	\$ -	This makes the fund balance zero in July but it will be negative at the end of each fiscal year when the accrual is recorded.
UM/Helena COT	Auxiliaries	Cafeteria	\$ (19,468)	Operating loss	\$ 0	HCOT will make a one time transfer of \$30,000 from the bookstore fund to the cafeteria fund. Having food service operations reviewed by staff from the UM Missoula Food Service. Looking at ways to revitalize the community education program.
	Current Designated	Community Education	\$ (69,513)	State training revenues decreased.	\$ (80,000)	Other funds will be transferred to address negative fund balance in FY06 (indirect cost recoveries and net revenues of the designated resale accounts.
	Current Restricted	Gifts & Scholarships	\$ (273)	Accounting adjustments	\$ 0	Balances will be reviewed and corrected during FY05.



**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

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September 7, 2005

**TO:** Board of Regents

**FROM** Pam Joehler  
Interim Associate Commissioner for Fiscal Affairs

**SUBJECT:** Outstanding Debt

The attached summaries show the outstanding debt for the campuses of the Montana University System. The types of debt reported include revenue bond debt along with other long-term debt. The summaries also provide information regarding the uses of the funds and the revenue streams pledged or identified for repayment. The campuses of The University of Montana are reported in one summary while the campuses of Montana State University are reported separately. The reports were prepared in this format because the campuses of The University of Montana have cross-pledged their revenues under the bond indenture. Long-term debt other than revenue bond debt for campuses of The University of Montana are separated and reported by campus.

Thank you.

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: *The University of Montana*

A,C,I Date: *June 30, 2005*

REVENUE BONDS ISSUE	ORIGINAL AMOUNT OF ISSUE	USES OF FUNDS - PROJECTS/AMOUNTS	PLEDGED REVENUES	OUTSTANDING PRINCIPAL BALANCE AT JUNE 30, 2005	DEBT SERVICE COVERAGE	FY2006 PRINCIPAL & INTEREST PAYMENT
1 Series I, 2004	\$ 40,490,000	Current refunding Series A, 1993 (\$30,540,000), UMM: Addition to Skaggs Building & Various Deferred Maintenance Projects on Campus (\$9,950,000)	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income	\$136,593,000 Series A thru I	1.87% Series A thru I	\$ 11,033,852
2 Series H, 2003	\$ 1,015,000	Expansion of Washington Grizzly Stadium	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income			
3 Series G, 2002	\$ 18,900,000	Student Housing Complex	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income			
4 Series F, 1999	\$ 69,240,000	Deafease Series B, 1995 (\$6,815,000), Deafease Series C, 1995 (\$31,095,000), UM Campus Rec. Center (\$10,000,000), UM Acquisition of Rental Property (\$102,500), WMCUM Acquisition of Rental Property (\$150,000), HCOT Acquisition of Rental Property (\$120,000)	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income			
5 Series E, 1998	\$ 10,670,000	Administrative Computing Systems for Banner (\$1,350,000), UMM: Phase II UC Remodel (\$3,600,000), Center for Student Success (\$2,000,000), ITRC (\$630,000), Washington Grizzly Stadium (\$600,000); TECH: "The Greens" (\$600,000), Phase II Student Union Building Renovation (\$1,000,000); WMC: Acquisition of Student Housing (\$220,000), Parking Improvements (\$145,000)	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income			
6 Series C, 1995	\$ 5,300,000	Montana Tech Campus Refinancing	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income			
7 Series A, 1993	\$ 48,050,000	Refund, Restructure, and Deafease Series A&B, 1985/87 (\$15,383,644), Refund and Deafease 1966/67 Dillon Refunded Bond Series (\$514,000); UMM: New Family Housing Complex (\$7,272,000), 7 Acres Clark Fork River Land (\$1,650,000), Parking Structure (\$900,000), Renovate Existing Parking Facilities (\$1,000,000), Renovate Two Residence Halls (\$8,000,000), Construct Residence Hall (\$7,000,000), Asbestos Removal and Renovate UC (\$4,000,000); WMC: Renovate and Construct Student Union Building (\$500,000).	Net Auxiliary Facility Operating Revenues, Investment Income, Student Fees, Academic Facility Fee, Events Revenue, Continuing Education Revenue, Land Grant Income			

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: The University of Montana

A,C,I Date: June 30, 2005

OTHER LONG TERM DEBT - SOURCE	ORIGINAL BALANCE	USES OF FUNDS - PROJECTS/AMOUNTS	REVENUE STREAM IDENTIFIED FOR REPAYMENT	JUNE 30, 2004 BALANCE	JUNE 30, 2005 BALANCE	PERCENT CHANGE FY03 TO FY04
1-B InterCap	\$ 169,318	Telephone Switch	Computer Technology Fees	\$ 16,749	\$ 0	-100.00%
2-B InterCap	\$ 40,469	Cisco Program Equipment	Equipment/Lab Fees	\$ 6,993	\$ 0	-100.00%
3-B InterCap	\$ 178,937	HPER Weight Room Expansion	HPER Use Fee	\$ 132,694	\$ 108,243	-18.43%
4B InterCap	\$ 70,185	Microwave Network	Recharge	\$ 0	\$ 65,375	100.00%
5-B InterCap	\$ 371,191	Network Wiring	Recharge	\$ 86,891	\$ 59,490	-31.53%
6-M InterCap Loans - State	\$ 156,651	Acquisition of telecommunication and computer equipment	State Appropriation	\$ 53,411	\$ 36,445	-31.76%
7-M InterCap Loans - Other	\$ 2,667,394	Acquisition of copiers, telecommunication and computer equipment, scoreboard, research lab and other equipment	User Fees	\$ 1,358,273	\$ 1,972,577	45.23%
8-M InterCap Loans - MSTTA	\$ 3,160,971	Research	Indirect Cost Assessment	\$ 3,160,971	\$ 3,081,394	-2.52%
9-M Ames Construction	\$ 1,847,837	North End Zone	User Fees	\$ 1,847,837	\$ 1,337,797	-27.60%
10-M Commercial Loan	\$ 470,000	Printing Press	User Fees	\$ 0	\$ 470,000	100.00%
11-M Mortgage Loan	\$ 281,000	Acquisition of rental property	User Fees	\$ 228,786	\$ 212,929	-6.93%
10-H InterCap	\$ 110,994	Equipment	Plant/Restricted	\$ 32,233	\$ 0	-100.00%
11-H InterCap	\$ 88,000	Real Estate	Plant/Auxiliary	\$ 73,539	\$ 65,783	-10.55%

TOTAL OUTSTANDING DEBT at June 30, 2005

\$ 144,003,033

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: Montana State University - Bozeman

Date: June 30, 2005

REVENUE BONDS ISSUE	ORIGINAL AMOUNT OF ISSUE	USES OF FUNDS - PROJECTS/AMOUNTS	PLEGGED REVENUES	FY04 DEBT SERVICE RATIO	OUTSTANDING PRINCIPAL BALANCE AT JUNE 30, 2005	FY06 PRINCIPAL & INTEREST PAYMENT
1 Series A-1993	\$24,911,720	Partially refund portions of Series B-1985 and A-1986 - \$4,300,000 A) Construction of 48 new family housing units - \$4,300,000 B) the remodel of the Hedges North residence hall - \$8,800,000 C-E) the costs for updating campus lighting; the student Housing System Facilities share of the steam and condensate utility tunnel; the Student Housing System facilities share of the cost of providing fiber optic cable for data; voice, and video transmission; the costs of providing the D) Partially refunded portion of Series A-1993 into a variable rate loan shown below. No additional financing was incurred.	Master Indenture; Net revenues/Student Housing System Facilities; Debt Service Grants/U.S. Department of Housing and Urban Development; Land Grant Income; Lease /Museum of the Rockies; Student Building Fee/Non-Resident Building Fee; Health and Physical Education Fee; Fieldhouse Fee; Proceeds of the Series A 1993, Series A 1986, and Series B 1985 Bonds; Investment earnings on any funds created under the Indenture including any construction funds continued by the Indenture	1.83	\$6,036,720	\$ 0
2 Series D-1996	\$27,850,000.00	General campus improvements for parking lots - \$2,162,000 Fieldhouse renovations - \$13,000,000 Stadium renovations Phase I - \$2,000,000 Completion of new student residence halls - \$5,250,000 The auxiliary share of the utility delivery infrastructure and wiring of the residence halls and family housing for voice, data, and video signal transmissions - \$5,250,000 Academic building maintenance and improvements - \$2,000,000	Same as Master Indenture, but added Gross Parking Revenues; Gross Athletic Fee The callable portion of the Series D 1996 outstanding bonds were re-financed in December 2004 under the Series I 2004 bonds. Additional Series D 1996 bonds will become available for a current refunding, as of the November 15, 2006 debt service date.	1.83	\$5,440,000	\$ 581,069
3 Series B-1996	\$18,995,000	Completion of the forwards financing agreement to fully refund all outstanding Series A-1986 bonds - \$18,995,000	Same as Master Indenture	1.83	\$5,160,000	\$ 2,598,562
4 Series E-1998	\$8,255,000	Complete the renovations of the MSU Athletic Stadium, Phase II - \$6,255,000	Same as Master Indenture, but added Events Facilities Revenues	1.83	\$7,030,000	\$ 612,132
5 Series F-1998	\$5,340,000	Purchase and Implement Banner systems - \$5,095,000 + \$245,000	Same as Master Indenture, but added Student IT Fees (CoT reported separately)	1.83	\$765,000	\$ 781,446
6 Series G-2003	\$ 16,745,000	Variable Rate refinancing of 1993A Bond	See 1993A above	1.83	\$ 16,555,000	\$ 573,226
7 Series H-2004	\$ 23,665,000	Fixed rate financing for a Chemistry & Research Bldg	Same as Master Indenture, but added IDC gross pledge	n/a	\$ 23,665,000	\$ 1,083,088
8 Series I-2004	\$ 20,425,000	Current refunding of Series D 1996 bonds	Same as Master Indenture	n/a	\$ 20,425,000	\$ 1,003,176
Series J-2005	Pending	SUB, H&PE Renovation & Black Box Theater	Add SUB Bldg Fee, Bookstore Lease, new Student Fee	n/a	n/a	\$ 875,670

Capitalized Interest Payment

Bond closing 07/21/05

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: Montana State University - Bozeman

Date: June 30, 2005

OTHER LONG TERM DEBT - SOURCE	ORIGINAL BALANCE	USES OF FUNDS - PROJECTS/AMOUNTS	REVENUE STREAM IDENTIFIED FOR REPAYMENT	JUNE 30, 2004 BALANCE	JUNE 30, 2005 BALANCE	PERCENT CHANGE FY04 TO FY05	PRINCIPAL + INTEREST PAYMENT
Norwest Financial	\$650,000.00	Bioscience Complex Construction	Unrestricted endowment earnings	\$370,846	\$305,018	-18%	\$79,897
	\$232,000.00	Telephone & 911 Upgrade	Telephone line/service revenues	\$107,950	\$73,847	-32%	\$37,668
	\$361,371.00	ITC: Licenses & Software	Operations & Other Lawful Purpose Funds	\$156,585	\$80,431	-49%	\$82,727
	\$47,960.00	ITC: Exchange Server	Operations	\$0	\$0	paid in full	\$0
	\$11,986.00	Athletics: Laundry Eqpt.	Operations	\$4,217	\$0	paid in full	\$0
	\$376,256.00	Intramurals: Student Weight Room	Vending, Other Lawful Purpose Funds & IM&R	\$289,160	\$252,767	-12%	\$46,423
	\$150,000.00	MTA: Renovation (Total loan payoff 8/15/03)	Tuition	\$134,401	\$0	paid in full	\$0
	\$26,000	LRES: Farm Tractor	Operation Revenue	\$9,099	\$3,106	-66%	\$3,165
	\$29,345.00	University Printing Equipment	Operation Revenue	\$10,242	\$0	-100%	\$10,450
	\$20,847.00	KUSM Vehicle	Support Revenue	\$10,682	\$5,389	-50%	\$5,542
	\$102,725.00	Athletic Video Equipment	Operations	\$78,233	\$52,964	-32%	\$27,836
	\$500,000.00	ITC Building Wiring	Operations	\$434,629	\$367,532	-15%	\$82,480
	\$2,795.00	HRDC Copier	Operations	\$2,129	\$1,441	-32%	\$757
	\$26,100.00	Network-Telephone Alumni	Operations	\$23,656	\$18,657	-21%	\$5,803
	\$478,431.00	KUSM-TV Satellite	Grant	\$369,630	\$385,077	-1%	\$90,266
	\$85,000.00	Leon Johnson Building Network	Tuition and Operation Revenue	\$85,000	\$77,232	new	\$10,554
	\$160,392.00	SCT Luminus Portal Software	Tuition and Operation Revenue	\$160,392	\$121,394	new	\$43,771
	\$153,619.00	ITC - Services	Tuition and Operation Revenue	\$153,619	\$116,664	new	\$41,944
	\$33,655.00	ITC - CISCO	Tuition and Operation Revenue	\$33,655	\$29,208	new	\$5,613
	\$117,536.00	Cobleigh Hall Wiring Project	Tuition and Operation Revenue	\$117,536	\$106,940	new	\$14,619
	\$221,612.00	ITC Load Balance	Tuition and Operation Revenue	\$221,612	\$167,405	new	\$60,512
	\$67,200.00	SCT Luminus Portal 2nd Phase	Tuition and Operation Revenue	\$67,200	\$59,194	new	\$18,443
	\$78,085.00	Roberts Hall Networking	Tuition and Operation Revenue	\$78,085	\$74,664	new	\$9,764
	\$16,806.00	UPS and Scanner Loan	Tuition and Operation Revenue	\$16,806	\$15,508	new	\$3,216
	\$52,691.00	IT Gateway and Firewall	Tuition and Operation Revenue	\$52,691	\$46,215	new	\$14,459
	\$108,183.00	Facility Svcs - Long Term Storage	Operations	\$0	\$108,183	new	\$24,425
	\$119,527.00	Network Core Redundancy	Tuition and Operation Revenue	\$0	\$105,119	new	\$32,802
	\$42,149.00	Portal Initiative #3	Tuition and Operation Revenue	\$0	\$37,068	new	\$11,567
	\$154,223.00	ITC - Reid Hall	Tuition and Operation Revenue	\$0	\$154,223	new	\$19,360
	\$39,344.00	ACOM check printers	Tuition and Operation Revenue	\$0	\$39,344	new	\$10,922
	\$22,740.00	Microbiology Printer	Support Revenue	\$0	\$22,740	new	\$6,264
	\$102,476.00	ITC - Cisco Network	Tuition and Operation Revenue	\$0	\$102,476	new	\$36,466
	\$117,020.00	ITC - Gaines Network	Tuition and Operation Revenue	\$0	\$117,020	new	\$14,175
	\$226,322.00	ITC - System Security	Tuition and Operation Revenue	\$0	\$266,322	new	\$73,398
	\$34,484.00	ITC - Foundation Alumni	Tuition and Operation Revenue	\$0	\$34,484	new	\$12,393
	\$29,995.00	University Printing	Operations	\$0	\$29,995	new	\$5,674
	\$83,073.00	ITC - Infra Repl Prog - Server Repl	Tuition and Operation Revenue	\$0	\$0		\$11,707
	\$23,764.00	ITC - Infra Repl Prog - UPS Equipment	Tuition and Operation Revenue	\$0	\$0		\$2,352

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: Montana State University - Bozeman

Date:	June 30, 2005							
	\$77,965.00	ITC - Infra Repl Prog - Electrical		Tuition and Operation Revenue	\$0			\$5,112
	\$28,700	SHS Blood Analyzer		Mandatory Student Fees	\$17,992			\$6,414
	\$27,359.00	Library: Computers		Fines & operations	\$0			\$0
	\$6,011.00	Architecture: Computers		Operations	\$0			\$0
	\$35,456.00	MSU-Bozeman Library: Computing Equip		User Assessments	\$3,244			\$0
	\$645,110.00	ITC Wiring Project		Tuition and Operation Revenue	\$569,927.00			\$176,739
	\$13,415.00	Great Falls Library: Computing Equip		User Assessments	\$493			\$0
	\$338,385.00	Renne Library: Computing Equip		Annual Assessments	\$89,814			\$92,580
	\$1,004,286.00	Banner Implementation Loan		Banner system recharges	\$349,752			\$98,899
		<b>TOTAL OUTSTANDING DEBT at June 30, 2005</b>						
								\$89,125,769

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: Montana State University - Billings

Date: June 30, 2005

REVENUE BONDS ISSUE	ORIGINAL AMOUNT OF ISSUE	USES OF FUNDS - PROJECTS/AMOUNTS	PLEDGED REVENUES	AUDITED FY04 DEBT SERVICE RATIO	OUTSTANDING PRINCIPAL BALANCE AT JUNE 30, 2005	FY2006 PRINCIPAL & INTEREST PAYMENT
1 Series 1996D	\$ 3,250,000	Original issue of \$16,680,000 to refund Series C 1994 (\$8,150,900); Parking Facilities (\$5,415,000); Family Housing (\$1,300,000); Peaks To Plains Park (\$765,000); Other System Improvements (\$484,000). Series 2004I partially refunded \$10,535,000 principal balance in FY05.	Auxiliary Residence Halls Revenues; Student Union Operations; Land Grant Income; Student Building Fee; Student Union Use Fee; Rental Properties; Bookstore Operations; Parking Lot Operations.	1.13	\$ 3,250,000	\$ 532,238
2 Series 1998F	\$ 2,275,000	Administrative Information System (\$2,275,000)	Same as Above plus Network Service Fee	1.13	\$ 325,000	\$ 331,988
3 Series 2004I	\$ 10,915,000	Partial Refunding of Series 1996D	Auxiliary Residence Halls Revenues; Student Union Operations; Land Grant Income; Student Building Fee; Student Union Use Fee; Rental Properties; Bookstore Operations; Parking Lot Operations; Network Service Fee.		\$ 10,915,000	\$ 517,693

OTHER LONG TERM DEBT - SOURCE	ORIGINAL BALANCE	USES OF FUNDS - PROJECTS/AMOUNTS	REVENUE STREAM IDENTIFIED FOR REPAYMENT	JUNE 30, 2004 BALANCE	JUNE 30, 2005 BALANCE	PERCENT CHANGE FY04 TO FY05
1 COT Intercep Loan 3009 Yucca Escrow Agreement	\$ 251,155	Renovation of Building for Process Tech Program	COT Building Fees	\$ 130,774	\$ 104,096	-20%
2 RESNET Intercep Loan	\$ 144,000	Purchase Property	Rental Properties	\$ 6,692	\$ 0	-100%
3 UCARD Intercep Loan #	\$ 221,700	Installation of hardware, wiring and firewall to provide Internet service to the Petro and Rimrock Residence Halls	RESNET Fee	\$ 221,700	\$ 187,312	-16%
4 UCARD Intercep Loan #	\$ 105,532	Update campus debit card and food service point of sale systems	ID Fee	\$ 105,532	\$ 96,983	-8%
5 UCARD Intercep Loan #	\$ 14,468	Update campus debit card and food service point of sale systems	ID Fee	\$ 14,468	\$ 14,468	0%
6						

**TOTAL OUTSTANDING DEBT at June 30, 2005** **\$ 14,892,859**



# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: Northern

Date: June 30, 2005

REVENUE BONDS ISSUE	ORIGINAL AMOUNT OF ISSUE	USES OF FUNDS - PROJECTS/AMOUNTS	PLEGDED REVENUES	FY 04 DEBT SERVICE RATIO	OUTSTANDING PRINCIPAL BALANCE AT JUNE 30, 2005	FY2006 PRINCIPLE & INTEREST PAYMENT
1 Series F, 1998	\$ 560,000	Purchase and implementation of new computing hardware, infrastructure and the associated software. \$560,000	Student Network Fee	1.33	\$ 80,000	\$ 81,720
2 Series G, 2003	\$ 2,015,000	Refinance Series C, 1994	Auxiliary Facility Operating Revenues and Student Building	1.33	\$ 1,850,000	\$ 217,125

OTHER LONG TERM DEBT - SOURCE	ORIGINAL BALANCE	USES OF FUNDS - PROJECTS/AMOUNTS	REVENUE STREAM IDENTIFIED FOR REPAYMENT	JUNE 30, 2004 BALANCE	JUNE 30, 2005 BALANCE	PERCENT CHANGE FY04 TO FY05
1 InterCap Loan	\$ 362,355	Science Lab Renovation \$362,355	Resource Indemnity Trust Revenues and Student Building Fee	\$ 68,811	\$ 27,607	-60%
2 InterCap Loan	\$ 444,733	Energy Conservation Retro fit \$444,733	Parking Fees and Fines Revenues and Student Building Fee	\$ 178,500	\$ 131,474	-26%
3 InterCap Loan	\$ 167,835	Parking Lot paving \$167,835	Bookstore Operative Revenues	\$ 58,818	\$ 40,402	-31%
4 InterCap Loan	\$ 181,610	Electrical Loop for auxiliaries \$181,609.94	IT Infrastructure Fee Revenue	\$ 128,085	\$ 111,056	-13%
5 InterCap Loan	\$ 53,176	Point of Sale System-Bookstore	Access Fee Revenue	\$ 48,197	\$ 38,012	-21%
6 InterCap Loan	\$ 47,570	Faculty Computers	Computer Fee	\$ 47,570	\$ 35,921	-24%
7 InterCap Loan	\$ 126,206	Access Improvements	Current Unrestricted Operating Budget	\$ 126,206	\$ 113,868	-10%
8 InterCap Loan	\$ 256,215	Lab Computers	Current Unrestricted Operating Budget	\$ 256,215	\$ 224,726	-12%
9 Independence Bank Loan	\$ 18,288	Admissions Vehicle	Current Unrestricted Operating Budget	\$ 18,288	\$ 13,716	-25%
10 Montana State University Northern Foundation	\$ 12,500	Wrestling Team Van \$12,500	Current Unrestricted Operating Budget	\$ 2,343	\$ 0	-100%
11 Montana State University Northern Foundation	\$ 24,000	Student Services Office Remodel \$24,000	Current Unrestricted Operating Budget	\$ 5,290	\$ 0	-100%
12 Montana State University Northern Foundation	\$ 11,000	Volleyball Team Van \$11,000	Current Unrestricted Operating Budget	\$ 4,845	\$ 2,499	-48%
13 Montana State University Northern Foundation	\$ 124,263	MacKenzie Hall Wiring \$124,263	Current Unrestricted Operating Budget and IT Infrastructure Fee	\$ 124,263	\$ 124,263	0%
14 Montana State University Northern Foundation	\$ 201,624	Campus Backbone Wiring \$201,624	Current Unrestricted Operating Budget and IT Infrastructure Fee	\$ 225,243	\$ 225,243	0%
15 Montana State University Northern Foundation	\$ 131,981	Digital Phone System \$131,981	Current Unrestricted Operating Budget and IT Infrastructure Fee	\$ 133,901	\$ 133,901	0%

# REPORT ON OUTSTANDING INDEBTEDNESS

Campus: Northern

Date: June 30, 2005

16	Montana State University Northern Foundation	\$ 46,062	Brockman Wiring \$46,062	Current Unrestricted Operating Budget and IT Infrastructure Fee	\$ 46,062	\$ 46,062	0%
17	Montana State University Northern Foundation	\$ 174,319	ITS Electronics \$174,319	Current Unrestricted Operating Budget and IT Infrastructure Fee	\$ 275,700	\$ 275,700	0%
18	CICSO	\$ 139,256	CICSO Equipment \$139,256	Current Unrestricted Operating Budget	\$ 40,641	\$ 8,535	-79%
19	CICSO	\$ 233,561	CICSO Cable \$233,561	Current Unrestricted Operating Budget	\$ 91,763	\$ 46,059	-50%
20	Fleet Capital	\$ 43,440	CAAD Lab Computer Lease	Current Unrestricted Operating Budget	\$ 19,785	\$ 0	-100%
21	Fleet Capital	\$ 13,890	COTS Faculty Computer Lease	Current Unrestricted Operating Budget	\$ 6,326	\$ 0	-100%
22	Koch	\$ 65,078	Gateway Computer Equipment	Current Unrestricted Operating Budget	\$ 33,448	\$ 0	-100%

**TOTAL OUTSTANDING DEBT at June 30, 2005**

**\$ 3,529,044**



**MONTANA UNIVERSITY SYSTEM**  
**Office of the Commissioner of Higher Education**

2500 Broadway ♦ PO Box 203101 ♦ Helena, Montana 59620-3101 ♦ (406)444-6570 ♦ FAX (406)444-1469

September 5, 2005

**TO:** Board of Regents  
**FROM:** Mark Bruno  
Interim Director of Budgeting and Accounting  
**SUBJECT:** Report on Utility Surcharge (Natural Gas)

The following attachments show the surcharge increases that were allowed by the Board of Regents at the May meeting. For a frame of reference, I have included the action item from the May Meeting.

The utility surcharge should generate approximately \$472 thousand a year for the general operating and auxiliary operations of the Montana University System.

The surcharge at UM Missoula is 35 cents per student credit hour and 90 cents per student credit hour at MSU Bozeman. In analyzing the differences in the surcharge between Missoula and Bozeman, there appears to be a couple of drivers. Bozeman has calculated 10 percent weather normalization and Missoula has not. Also, Bozeman has a greater total cost for natural gas, and fewer students across which to spread that cost.

A separate object of revenue has been established to track the utility surcharge. We recommend campuses report the status of their FY 2006 utility budget at the end of the year, including the ability to reduce their surcharge for FY 2007.

**ITEM 127-101-R0505 Authorization to Assess Utility Surcharge**

The Board of Regents of the Montana University System authorizes a utility surcharge to be assessed against the students of the various campuses for the FY 2006 and FY 2007 years. The surcharge will be separately assessed against and applied toward the General Operating and Auxiliary Subfunds impacted by natural gas charge increases. In each case, the amounts of the surcharge will be established in an amount that will generate revenues equal to the estimated natural gas charges which exceed the amounts budgeted by the campuses.

On or before September 1, 2005, the campuses will report to OCHE the amount that was budgeted in 2005 for natural gas, the assumptions used to calculate the surcharge, the final natural gas supply contract rate and contract term, and the surcharge for each year. The Commissioner of Higher Education will report this information to the Board of Regents in September 2005.

**Montana University System Utility Surcharge (2007 Biennium)  
Natural Gas Only**

<b>Campus</b>	<b>Per Year</b>	<b>General Comment</b>
<b>Missoula</b>		
CUF-Auxiliary Other	\$8.40	Based upon 24 credit hours @.35 per SCH
Auxiliary Funds - Housing	\$11.50	Housing surcharge based upon projected census of 3,348 per semester.
<b>Western</b>		
CUF-Auxiliary Other	\$9.60	Based upon 24 credit hours @.40 per SCH
Auxiliary Funds - Housing	\$20.40	Housing surcharge based upon projected census of 225 per semester.
<b>Helena COT</b>		
CUF-Auxiliary Other	\$6.00	Based upon 24 credit hours @.25 per SCH
<b>MT Tech</b>		
CUF-Auxiliary Other	\$0.00	Montana Tech was on a different contract cycle and therefore had budgeted a larger increase originally.
Auxiliary Funds - Housing	\$0.00	Montana Tech was on a different contract cycle and therefore had budgeted a larger increase originally.
<b>Bozeman</b>		
CUF	\$21.60	Based upon 24 credit hours @.90 per SCH
Auxiliary Funds - Housing	\$0.00	The current fees include sufficient funds to cover the additional natural gas increase.
<b>Northern</b>		
CUF	\$30.00	Based upon 30 credit hours @.90 per SCH
Auxiliary Funds - Housing	\$50.00	Residence Halls @ \$25 a semester
	\$120.00	Family Housing @ \$15 a month at 8 months
<b>Billings</b>		
CUF	\$0.00	Not necessary for Fall 2005 semester. MSU Billings will review utility rates on a semester basis to determine the need for a utility surcharge.
Auxiliary Funds - Housing	\$0.00	Not necessary for Fall 2005 semester. MSU Billings will review utility rates on a semester basis to determine the need for a utility surcharge.
<b>Great Falls COT</b>		
CUF	\$0.00	No surcharge needed for Fall 2005 semester. GF COT wants to reevaluate for Winter semester at the BOR November meeting.

**The Four Campuses of The University of Montana  
Calculation of Tuition Surcharge in Response to Natural Gas Increase**

	FY05 Budget	FY06 Budget	Current FY06 Projection	Difference	Surcharge Needed Per		Average Cost per Student Per Year
					SCH (GF/AUX other)	/Per Census (Aux - Housing)	
<b>Missoula</b>							
Natural Gas - Gen Funds/Auxiliary Other	\$ 1,548,746	\$ 1,595,208	\$ 1,703,621	\$ 108,413	\$	0.35	8.40
Auxiliary Funds - Housing	\$ 549,103	\$ 565,576	\$ 604,013	\$ 38,437	\$	5.75	11.50
<b>Western</b>							
Natural Gas - Gen Funds/Auxiliary Other	\$ 152,282	\$ 173,330	\$ 185,110	\$ 11,780	\$	0.40	9.60
Auxiliary Funds - Housing	\$ 94,090	\$ 112,400	\$ 118,900	\$ 6,500	\$	10.20	20.40
			Student Dorms	\$ 5,200	\$		
			MYC Dorm	\$ 1,300	\$		
<b>Helena COT</b>							
Natural Gas - Gen Funds	\$ 78,247	\$ 80,594	\$ 86,072	\$ 5,477	\$	0.25	6.00
Natural Gas Cost thru 5/23/05	\$ 56,704	\$ 1,701	\$ 5,670	\$ 3,969	\$		
<b>Tech</b>							
Natural Gas - Gen Funds	\$ 310,000	\$ 360,000	\$ 360,000	\$ -	\$	-	-
Auxiliary Funds - Housing	\$ 67,735	\$ 85,500	\$ 85,500	\$ -	\$	-	-

*Montana Tech was on a different contract cycle, and therefore had budgeted a larger increase originally.*

Note: Total \$ 187,485

**Missoula**

Semester Credit Hour surcharge based on Fall and Spring FY06 Student Credit Hour estimate of 147,726 per semester. The SCH surcharge is \$.30 for the general fund and \$.07 for other auxiliaries.

Auxiliary Housing surcharge based on projected census of 3348 per semester.

**Western**

Semester Credit Hour surcharge based on Fall and Spring 3-year average Student Credit Hour of 28,715 per year.

The SCH surcharge is \$.27 for general fund and \$.13 for other auxiliaries.

Auxiliary Housing surcharge based on projected census of 255 per semester. MYC use of Clark Hall not included in budget, not in surcharge.

**Helena COT**

Semester Credit Hour surcharge based on Fall and Spring FY06 Student Credit Hour estimate of 10,770 per semester.

Semester Credit Hour and Census surcharge amounts are rounded down to the nearest \$.05. Maximum SCH charge is limited to "Flat Spot" amount of 12 hours per semester, or 24 hours per academic year.

**The Four Campuses of Montana State University  
Calculation of Tuition Surcharge in Response to Natural Gas Increase**

	<u>FY05 Budget</u>	<u>FY06 Budget</u>	<u>Current FY06 Projection</u>	<u>Difference</u>	<u>Surcharge Needed Per SCH (GF/AUX other) /Per Census (Aux - Housing)</u>	<u>Average Cost per Student Per Year</u>
<b>Bozeman</b>						
Natural Gas - Gen Funds/Auxiliary Other	\$ 1,343,862	\$ 1,783,027	\$ 2,011,987	\$ 228,960	\$	21.60
Auxiliary Funds - Housing	No increase is necessary.					
<b>Billings</b>						
Natural Gas - Gen Funds/Auxiliary Other	No increase is necessary for Fall 2005 Semester.					
Auxiliary Funds - Housing	No increase is necessary for Fall 2005 Semester.					
<b>Northern</b>						
Natural Gas - Gen Funds	\$ 204,510	\$ 259,634	\$ 296,540	\$ 36,906	\$	30.00
Resident Halls						
Family Housing						
					18,450	50.00
						120.00
<b>Great Falls</b>						
	No increase is necessary for Fall 2005 Semester.					
					Total	\$ 284,316

Note:

Bozeman

The average cost of the surcharge is based upon 10,600 FTE at 24 hours per academic year.

Billings

Not necessary for fall semester. MSU Billings will review utility rates on a semester basis to determine the need for a utility surcharge.

Northern

The average cost of the surcharge is based upon 39,000 student credit hours at 30 hours per academic year. Residence Halls @ \$25 a semester. Family Housing @ \$15 a month.

Great Falls COI

Not necessary for fall semester. MSU Great Falls will review utility rates on a semester basis to determine the need for a utility surcharge.

## **Natural Gas Contract Rate and Terms**

### **MSU Bozeman and Northern**

#### **FY 2006**

Firm Gas - Current Estimate is up \$4k from Reserve Request. Projections include the Tier 2 \$6.86/DKT for the year average supply cost, budget was at \$6.05). Supply Rates are subject to monthly trackers. 3% T&D rate increase for entire year remained the same.

Tier 2 - Current Estimate is up \$20k from Reserve Req. 2 yr contract price negotiated at of \$6.86/DKT, budget was at \$6.05/DKT. 3% Estimate of T&D rate increase for entire year remained the same.

Tier 1- Current Estimate is up 195k from Reserve Request. 2 yr contract price was negotiated at \$6.66/DKT, budget was \$5.85/ DKT. Estimate of 3% T&D rate increase for entire year remained the same. Updated Monthly profile to reflect FY00-FY05 5 yr avg % of the Test Yr data.

#### **FY 2007**

Firm Gas - FY06 notes + 3% T&D rate increase.

Tier 1 & 2 - FY06 notes + 3% T&D rate increase.

### **UM Campuses**

The contract term is from July 2005 through June 2007. The commodity price is \$6.66/DKT.





September 21-23, 2005

**ITEM 128-114-R0905**                      **Proposed Policy Setting**  
**Salaries for the Commissioner of Higher Education,**  
**Presidents and Chancellors**

**THAT:**                                              The Board of Regents adopt the attached Policy 8XX.X setting forth a method for setting the salaries of the commissioner of higher education, the presidents of The University of Montana and Montana State University, and the chancellors.

**EXPLANATION:**                                              The proposed policy would set the salaries of the commissioner of higher education, the presidents and the chancellors in conjunction with a salary survey of presidential salaries for public universities in the surrounding region.

**ITEM 128-114-R0905**

SUBJECT: PERSONNEL

Section: 8xx.x Salaries of the Commissioner of Higher Education, Presidents and Chancellors

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Board policy:

1. Prior to November 1, 2005, the Commissioner of Higher Education shall conduct a salary survey of the presidents of following institutions of higher education: the University of Idaho, Idaho State University, the University of Wyoming, the University of North Dakota, North Dakota State University, the University of South Dakota and South Dakota State University. The Commissioner shall include the salaries of the presidents of The University of Montana and Montana State University in determining the average regional presidential salary.
2. Effective July 1, 2006, the salaries of the commissioner of higher education, presidents and chancellors of the Montana University System will be set as follows: The salary of the presidents of The University of Montana and Montana State University will be the average salary determined by means of the survey. The salary of the commissioner of higher education will be 105% of the presidents' salaries. The salary of the chancellors will be 85% of the presidents' salaries.
3. Thereafter, prior to June 30 of each even-numbered year, the Commissioner shall conduct a similar survey by which to set the salaries of the commissioner of higher education, presidents and chancellors. Beginning July 1 of the year following the year in which the survey is conducted, the salaries of the commissioner, presidents and chancellors will be set in accordance with the formula set in subsection 2 of this policy, using the most recent salary survey information.

**Montana University System  
Board of Regents Contract Employment Status  
Recommended Modifications**

**I. BACKGROUND INFORMATION**

**A. Statutory Reference**

Authority for the appointment of and establishment of salaries for all Montana University System employees resides with the Board of Regents per 20-25-301, M.C.A.

“(9) shall appoint a president or chancellor and faculty for each of the institutions of the system, appoint any other necessary officers, agents, and employees, and fix their compensation;”

The referenced statute further states:

“(11) shall confer, at the regents’ discretion, upon the president and faculty of each of the units of the system for the best interest of the unit authority relating to the immediate control and management, other than financial, and the selection of teachers and employees;”

Therefore, the Board may delegate authority for hiring and setting salary levels for employees, as they deem appropriate.

**B. Current Practice**

The Board has, in effect, delegated authority for appointing classified staff members, individuals on letters of appointment, and other employees who are not issued Board of Regents’ contracts. The Regents fix compensation for these types of employees in a limited manner through collective bargaining agreement provisions, if applicable, and Board policies such as the MUS Staff Compensation Plan (formerly MAP) and Policy 802.3 (summer pay) applicable to non-union faculty. The Presidents and Chancellors establish compensation for these employees only in aspects not addressed by Board policy or collective bargaining agreements.

The Regents retain full authority for appointment and fixing compensation of employees issued Board of Regents’ contracts and reported on the Board staff consent agenda.

For each employee issued a Board of Regents’ contract, the Regents must expressly approve compensation and appointment-related conditions of employment: job title/rank, annual salary, FTE (salary indicator), and effective dates of employment. These items appear on the Board consent agenda, along with other data provided for informational purposes (e.g., funding source, salary for employee replaced, etc.)

Board Policy 711.2 requires that each university adopt a policy to define the types of positions eligible for Board of Regents’ contracts. The result of this policy is that campuses define the positions for which the Board assumes direct responsibility rather than the Board, more appropriately, defining those positions.

## **II. ISSUE/PROBLEM STATEMENT**

Excluding faculty, the Board currently has direct responsibility/authority to approve appointments of and compensation for over 800 contract administrators and contract professionals, an increase from approximately 475 in 2000. This leaves the Regents with direct authority for approximately 20 percent of MUS employees.

Recent Board discussion and OCHE staff policy recommendations focused on the need for: a) system-wide definitions for positions eligible for Board of Regents' contracts; and b) consistent, system-wide salary parameters for Regents' contract employees.

Once the definitions are in place, a compensation plan/policy remains essential to ensure that the Board issues substantive approvals within defensible and relevant parameters. Otherwise, such approvals are based, to varying degrees, on subjective factors that are difficult to understand, administer, and defend, if challenged. A sound salary policy should cover employees who have a community of interest, rather than the weak and sometimes non-existent similarities among current contract administrators and contract professionals.

The lack of consistent employee definitions and appropriate salary policy for employees on Board of Regents' contracts results in potential liability and risks of inequity and discrimination claims. How would the Regents (who have retained their direct authority) respond to a complaint if decisions continue to be made without the benefit of even the most basic guideline or policy?

## **III. RECOMMENDATION**

### **A. Criteria for Board of Regents' Contracts Redefined**

By its very nature, Regents' contract employment status should denote significant impact and decision-making authority relative to the overall missions of the Montana University System and campuses, thereby requiring the Regents' direct approval of appointment and salary decisions. Because of the Regents' involvement, some degree of system-wide equity should be required.

All other positions should fall under the authority of the campus Chief Executive Officers. Presidents should adopt policies to govern the appointments and salaries of non-Regents' contract positions. Such policies should address campus and university-wide equity and fairness. The policies should be reviewed and discussed with the Commissioner and/or her designee. Positions excluded from Board of Regents' contracts will be either classified staff or employed via a campus contract such as letters of appointment.

Two definitions of positions requiring Board of Regents' contracts are presented for consideration:

1. MUS executive-level administrators: presidents, chancellors, Great Falls and Helena Colleges of Technology deans, vice presidents, and associate/assistant vice presidents.

Approximately 44 executive-level administrators would be included in this definition.

2. In addition to executive-level administrators, deans, associate/assistant deans, and department directors (e.g., directors of facilities services, business services, information technology, dining services, etc.) Excluded from this group would be associate/assistant directors and program directors.

Including executives, the group totals approximately 218.

To reach a decision regarding option 1 or 2, the Board may want to consider the following factors:

- a) Degree of similarities among campuses relative to a position's overall responsibilities and potential impact on the system;
- b) Recruitment area (i.e., would a facilities services director position be eliciting candidates from the same recruitment area, requiring comparable market competitiveness, regardless of employing campus?);
- c) Level of position's accountability to the employing campus versus system;
- d) Reasonableness of notice of non-renewal provisions applicable to Board of Regents' contract employees versus notice provisions that will be afforded the employees through individual campus policies; and
- e) Board comfort level in delegating full authority.

Any decision made by the Board may, of course, be subsequently modified at any time.

B. Implementation/Transition

If the Regents agree to revise the criteria for Board of Regents' contracts as recommended in #1 or #2 above, the following implementation steps are necessary:

1. Approve revised Board policy 711.2, Criteria for Board of Regents Contracts and 711.1, Employment Instruments, Professional and Administrative Employees.	September 2005
2. Approve effective date for complete transition of current employees no longer eligible for Regents' contracts.	July 1, 2006
3. Approve effective date for revised criteria as it effects new employees.	December 1, 2005
3. Submit to Commissioner for review campus policies to address appointment and compensation conditions for employees excluded from Regents' contracts due to modified Board policy. <b>(Refer to notation below)</b>	November 1, 2005
4. Adopt Board policy to formally delegate authority per 20-25-301, M.C.A.	September 2005
6. Adopt Board policy addressing salary conditions for Board of Regents' Contract positions.	September 2005
7. Provide notice to employees to be converted from Regents' contract employment status in accordance with Board policy 711.1. <b>(Note: No employee shall suffer a reduction in salary solely due to the conversion from a Board of Regents' contract.)</b>	December 31, 2005

Regarding #3 above, such policies may either modify the current use of letters of appointment or create a new employment contract category. In developing policies, one provision **must** be included: **No employee or position currently covered by a collective bargaining agreement may be converted to other employment status, either at the time the position is filled or when vacant, without the explicit approval of the MUS Director of Labor Relations.** This policy provision is mandatory in order to ensure that there is no risk of an Unfair Labor Practice or other legal action that could result if changing employment status of a position or incumbent is viewed as an effort to subvert unions' legal rights and roles within the Montana University System.

#### **IV. OTHER CONSIDERATION**

It is recommended that the Regents also review the need to approve faculty appointment and salary actions. It may be appropriate to delegate such approvals to the Presidents and Chancellors. If the Board decides to review this approval process, an existing Board policy should be included. Policy 706.1 requires the Regents to approve the award of tenure.

Submitted by Kathy L. Crego, 07/2005

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

**ITEM 127-126-R0505**

PAGE: 711.1 (1 of 2)

SUBJECT: PERSONNEL

Effective: Nov. 19, 1998

Section: 711.1 Employment Instruments;

Issued: Dec. 30, 1998

~~Professional and Administrative Employees~~

\_\_\_\_\_ Approved:

Board policy:

1. All employees of the Montana University System except those excluded in Subsection ~~65~~ shall be hired through a Montana University System professional employment contract, or a letter of appointment, or university employment contract in accordance with this Board of Regents' policy and procedures.

2. Montana University System Professional Employment Contracts

a. ~~Professional and Administrative~~ employees holding positions defined in policy 711.2 and head coaches shall be issued a Montana University System ~~professional~~ employment contract specifying salary and other terms of employment, including special requirements such as NCAA and NIAA regulations.

b. Montana University System ~~professional~~ employment contracts are for a maximum one year period except as otherwise noted in this policy and must be signed by the applicable campus chief executive officer or the Commissioner of Higher Education, and be approved by the Board of Regents.

c. Except in situations involving termination for cause or loss of funding (see Section 4), ~~professional and administrative~~ employees hired through a Montana University System ~~professional~~ employment contract shall be given written notice of intent not to renew their contracts at least 30 days prior to expiration during the first year of employment, three (3) months prior to expiration during the second year of employment, or six (6) months prior to expiration during the third or subsequent years of employment with the institution in a full-time position.

d. In the event the initial term of employment contract for a newly hired employee is for less than six (6) months, the employee shall be entitled to at least thirty (30) days written notice of non-renewal prior to expiration in both the first and second years of employment. Such employee will be entitled to at least three (3) months notice prior to expiration during the third year and six (6) months prior to expiration during the fourth or subsequent years of employment.

e. The employer shall have the option of providing severance pay to employees hired through a professional employment contract in lieu of any or all of the notice to which the employee is entitled. Such severance pay shall be commensurate with the salary the employee would have received if allowed to serve out the contract period. The employer shall also have the option of reassigning the employee during any or all of the notice period. The Commissioner shall be notified in such instances.

f. In instances of substantiated recruitment difficulties and if a one-year employment contract is the primary reason for such difficulties, the individual may be offered a maximum three-year contract upon prior review by the Commissioner and approval by the Board of Regents.

3. Letters of Appointment

a. Professional, non-classified and administrative employees shall be hired through a Montana University System employment contract, university employment contract, or a letter of appointment signed by the campus chief executive officer or the Commissioner. Letters of appointment are typically utilized for positions established for a specific and limited term that do not have a stable funding source.

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Policy and Procedures Manual

ITEM 127-126-R0505

PAGE: 711.1 (2 of 2)

SUBJECT: PERSONNEL

Effective: Nov. 19, 1998

Section: 711.1 Employment Instruments;

Issued: Dec. 30, 1998

Administrative Employees

Approved:

b. Letters of appointment are for a specified period and are not to exceed one year. There is no restriction on the number of successive one-year letters of appointment that may be granted to an individual. However, in no case does an employee hired through a letter of appointment have a right to continuous employment beyond the one year period. Except in situations involving termination for cause the employment of employees hired by a letter of appointment automatically ends without notice at the end of the specified term or the end of the one year period, whichever occurs first.

4. Funding Contingency

Montana University System employment contracts, university employment contracts and letters of appointment may include a notation that makes employment contingent upon continuation of external funding. If anticipated funding is not forthcoming, an employee hired through a contract or letter of appointment with such notation may be terminated at any time during the expected term of the contract upon 15 working days written notice.

5. Limitations

No agent of the Board of Regents may make commitments or promises to any employee to extend employment beyond the maximum authorized in this policy. Any such promises, whether written, oral or implied, are invalid and unenforceable.

6. Tenure track faculty, student employees, classified employees, , employees covered by a collective bargaining agreement, Presidents and the Commissioner are excluded from this policy.

7. No later than October 1 of each year, the Presidents shall submit to the Commissioner reports containing:

a. The names, positions, dates of employment, and salaries of all employees employed through a letter of appointment and university employment contracts in the preceding fiscal year. These reports shall be prepared in the format prescribed by the Commissioner.

b. The names and positions of all employees employed pursuant to a Montana University System employment contract for any part of the preceding fiscal year, who during that year received salary in excess of the amount listed on the Board of Regents' staff item in which the employee's contract salary was listed. The list should state for each person thereon both the previously approved salary, the amount by which the employee's compensation exceeded the previously listed salary, and the reason for the difference. This report shall be incorporated in the September Board of Regents' campus Staff Items.

History:

Item 26-016-R0380, Employment Contract, Professional and Administrative Employees, Montana University System, March 10, 1980 as revised December 16, 1983, January 22, 1993, May 16, 1996, September 19, 1996, and November 19, 1998.



**MONTANA BOARD OF REGENTS OF HIGHER EDUCATION Policy and Procedures Manual**  
**ITEM 126-108-R0305**

SUBJECT: PERSONNEL

Policy 711.2 - Criteria for Board of Regents Contract; Non-faculty Personnel

***Effective July 7, 1994; Issued September 28, 1994***

**REPLACE ENTIRE POLICY:**

***Board policy:***

~~1. Administrative employees with substantial policy-making authority and professional employees are eligible to receive a Board of Regents employment contract upon recommendation of the university president and the Commissioner and approval of the Board of Regents.~~

~~A classified position may only be changed to a Regents' contract if the position is vacant and the assigned duties have been modified to meet the provisions of this policy. The position may then be filled through an approved recruitment and selection process.~~

2 a. Each university shall develop a policy defining the specific criteria for receipt of a Board of Regents employment contract in order to:

~~1) provide for consistent treatment of similar positions throughout the university;~~

~~2) maintain the number of Regents' contract employees at the minimum necessary for efficient operation; and~~

~~3) distinguish between administrative and professional employees. Both universities should coordinate their policy development efforts through the Commissioner's Office in order to achieve as much system uniformity as is practical.~~

~~b. A university may change an occupied position from a Regents contract position to a classified position if such position does not meet the criteria established in university policy. The employee shall be provided the same notification required in policy 711.1 prior to any such involuntary change in employment status. The employee's salary will be set in accordance with the state pay plan rules.~~

~~c. A change in employment status may be a condition of a transfer or promotion to a new position.~~

PROPOSED POLICY 711.2

I. Objective:

This policy defines positions eligible for and required to be issued Montana University System (Board of Regents') employment contracts.

II. Criteria:

The following positions shall be issued Montana University System employment contracts upon recommendation of the university president and Commissioner and approval of the Board of Regents.

**OPTION A:**

\_\_\_\_\_ a. Campus Chief Executive Officer

\_\_\_\_\_ b. Vice President. Vice/Associate Chancellor, Provost, Associate Provost

\_\_\_\_\_ c. Associate/Assistant Vice President

\_\_\_\_\_ d. Deputy/Associate Commissioner

\_\_\_\_\_ e. Legal Counsel

**OPTION B: In addition to the above positions:**

\_\_\_\_\_ f. Academic Dean

\_\_\_\_\_ g. Associate Dean

\_\_\_\_\_ h. Department Director with substantial policy-making and budgetary authority (e.g., Director of Facilities Services, Director of Residence Life, Director of Internal Audit). Program directors (e.g., Extended Studies and Summer Programs Director, Volunteer Action Services Director). The Commissioner shall develop and maintain a comprehensive list of department directors included.

\_\_\_\_\_ i. Head Coach

∴

***History:***

Item 83-002-R0594, Criteria for Board of Regents Contracts; Non-faculty Personnel, approved July 7, 1994.

## **ITEM 126-108-R0305**

### **Montana University System Board of Regents Contract Employment Status Recommended Modifications**

#### **I. BACKGROUND INFORMATION**

##### **A. Statutory Reference**

Authority for the appointment of and establishment of salaries for all Montana University System employees resides with the Board of Regents per 20-25-301, M.C.A.

“(9) shall appoint a president or chancellor and faculty for each of the institutions of the system, appoint any other necessary officers, agents, and employees, and fix their compensation;”

The referenced statute further states:

“(11) shall confer, at the regents’ discretion, upon the president and faculty of each of the units of the system for the best interest of the unit authority relating to the immediate control and management, other than financial, and the selection of teachers and employees;”

Therefore, the Board may delegate authority for hiring and setting salary levels for employees, as they deem appropriate.

##### **B. Current Practice**

The Board has, in effect, delegated authority for appointing classified staff members, individuals on letters of appointment, and other employees who are not issued Board of Regents’ contracts. The Regents fix compensation for these types of employees in a limited manner through collective bargaining agreement provisions, if applicable, and Board policies such as the MUS Staff Compensation Plan (formerly MAP) and Policy 802.3 (summer pay) applicable to non-union faculty. The Presidents and Chancellors establish compensation for these employees only in aspects not addressed by Board policy or collective bargaining agreements.

The Regents retain full authority for appointment and fixing compensation of employees issued Board of Regents’ contracts and reported on the Board staff consent agenda.

For each employee issued a Board of Regents’ contract, the Regents must expressly approve compensation and appointment-related conditions of employment: job title/rank, annual salary, FTE (salary indicator), and effective dates of employment. These items appear on the Board consent agenda, along with other data provided for informational purposes (e.g., funding source, salary for employee replaced, etc.)

Board Policy 711.2 requires that each university adopt a policy to define the types of positions eligible for Board of Regents’ contracts. The result of this policy is that campuses define the positions for which the Board assumes direct responsibility rather than the Board, more appropriately, defining those positions.

#### **II. ISSUE/PROBLEM STATEMENT**

Excluding faculty, the Board currently has direct responsibility/authority to approve appointments of and compensation for over 800 contract administrators and contract professionals, an increase from approximately 475 in 2000. This leaves the Regents with direct authority for approximately 20 percent of MUS employees.

Recent Board discussion and OCHE staff policy recommendations focused on the need for: a) system-wide definitions for positions eligible for Board of Regents' contracts; and b) consistent, system-wide salary parameters for Regents' contract employees.

Once the definitions are in place, a compensation plan/policy remains essential to ensure that the Board issues substantive approvals within defensible and relevant parameters. Otherwise, such approvals are based, to varying degrees, on subjective factors that are difficult to understand, administer, and defend, if challenged. A sound salary policy should cover employees who have a community of interest, rather than the weak and sometimes non-existent similarities among current contract administrators and contract professionals.

The lack of consistent employee definitions and appropriate salary policy for employees on Board of Regents' contracts results in potential liability and risks of inequity and discrimination claims. How would the Regents (who have retained their direct authority) respond to a complaint if decisions continue to be made without the benefit of even the most basic guideline or policy?

### **III. RECOMMENDATION**

#### **A. Criteria for Board of Regents' Contracts Redefined**

By its very nature, Regents' contract employment status should denote significant impact and decision-making authority relative to the overall missions of the Montana University System and campuses, thereby requiring the Regents' direct approval of appointment and salary decisions. Because of the Regents' involvement, some degree of system-wide equity should be required.

All other positions should fall under the authority of the campus Chief Executive Officers. Presidents should adopt policies to govern the appointments and salaries of non-Regents' contract positions. Such policies should address campus and university-wide equity and fairness. The policies should be reviewed and discussed with the Commissioner and/or her designee. Positions excluded from Board of Regents' contracts will be either classified staff or employed via a campus contract such as letters of appointment.

Two definitions of positions requiring Board of Regents' contracts are presented for consideration:

1. MUS executive-level administrators: presidents, chancellors, Great Falls and Helena Colleges of Technology deans, vice presidents, and associate/assistant vice presidents.

Approximately 44 executive-level administrators would be included in this definition.

2. In addition to executive-level administrators, deans, associate/assistant deans, and department directors (e.g., directors of facilities services, business services, information technology, dining services, etc.) Excluded from this group would be associate/assistant directors and program directors.

Including executives, the group totals approximately 218.

To reach a decision regarding option 1 or 2, the Board may want to consider the following factors:

- a) Degree of similarities among campuses relative to a position’s overall responsibilities and potential impact on the system;
- b) Recruitment area (i.e., would a facilities services director position be eliciting candidates from the same recruitment area, requiring comparable market competitiveness, regardless of employing campus?);
- c) Level of position’s accountability to the employing campus versus system;
- d) Reasonableness of notice of non-renewal provisions applicable to Board of Regents’ contract employees versus notice provisions that will be afforded the employees through individual campus policies; and
- e) Board comfort level in delegating full authority.

Any decision made by the Board may, of course, be subsequently modified at any time.

**B. Implementation/Transition**

If the Regents agree to revise the criteria for Board of Regents’ contracts as recommended in #1 or #2 above, the following implementation steps are necessary:

1. Approve revised Board policy 711.2, Criteria for Board of Regents Contracts and 711.1, Employment Instruments, Professional and Administrative Employees.	September 2005
2. Approve effective date for complete transition of current employees no longer eligible for Regents’ contracts.	July 1, 2006
3. Approve effective date for revised criteria as it effects new employees.	December 1, 2005
3. Submit to Commissioner for review campus policies to address appointment and compensation conditions for employees excluded from Regents’ contracts due to modified Board policy. <i>(Refer to notation below)</i>	November 1, 2005
4. Adopt Board policy to formally delegate authority per 20-25-301, M.C.A.	September 2005
6. Adopt Board policy addressing salary conditions for Board of Regents’ Contract positions.	September 2005
7. Provide notice to employees to be converted from Regents’ contract employment status in accordance with Board policy 711.1. <i>(Note: No employee shall suffer a reduction in salary solely due to the conversion from a Board of Regents’ contract.)</i>	December 31, 2005

Regarding #3 above, such policies may either modify the current use of letters of appointment or create a new employment contract category. In developing policies, one provision **must** be included: **No employee or position currently covered by a collective bargaining agreement may be converted to other employment status, either at the time the position is filled or when vacant, without the explicit approval of the MUS Director of Labor Relations.** This policy provision is mandatory in order to ensure that there is no risk of an Unfair Labor Practice or other legal action that could result if changing employment status of a position or

incumbent is viewed as an effort to subvert unions' legal rights and roles within the Montana University System.

**IV. OTHER CONSIDERATION**

It is recommended that the Regents also review the need to approve faculty appointment and salary actions. It may be appropriate to delegate such approvals to the Presidents and Chancellors. If the Board decides to review this approval process, an existing Board policy should be included. Policy 706.1 requires the Regents to approve the award of tenure.

Submitted by Kathy L. Crego, 07/2005

# DRAFT

## MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

### Policy and Procedures Manual

#### SUBJECT: COMPENSATION

#### ITEM 126-109-R0305

#### Policy 8XX.X – Salary Increases for Contract Administrators

##### Board Policy:

Positions defined in Board Policy 711.2 are subject to the provisions of this policy, unless otherwise noted. Faculty are excluded from this policy. Only those provisions specified are applicable to individuals on Letters of Appointment and university employment contracts.

The Board of Regents, prior to implementation, shall approve all salary adjustments. All requests for salary adjustments shall adhere to the following parameters. Requested adjustments shall be reviewed by the Commissioner or designee and a recommendation for approval or disapproval presented to the Board of Regents Staff and Compensation Committee prior to submission to the Board.

#### I. Across-the Board Salary Adjustment

- A. Definition: An annual percentage or flat dollar amount salary increase, at least in part intended to be distributed equally among eligible employees.
- B. Amount: The Board of Regents shall establish the amount of any across-the-board adjustment.
- C. Eligibility: Employees eligible for across-the-board increases shall typically have been employed in their current position at least twelve (12) calendar months prior to the effective date for implementation.
- D. Effective Date: The Board of Regents shall establish the effective date for implementation of the across-the-board salary increases for eligible employees.
- E. Documentation Required: With input from OCHE staff, members of the Board of Regents Staff and Compensation Committee shall determine what, if any, documentation will be required (e.g., fiscal impact assessment, etc.).
- F. Covered Employees: Individuals on Letters of Appointment and university employment contracts shall be subject to this provision, unless otherwise approved by the Commissioner.
- G. Merit Salary Increases: Campuses may elect to award merit salary increases to employees using all or a portion of any across-the-board salary adjustment authorized under this policy. Merit increases will be based upon annual performance evaluations and may be available to an employee who demonstrates outstanding performance evidenced by an overall rating on a current performance evaluation that establishes that the performance of the employee is above the average rating established by the campus.

#### II. Retention Salary Increase

- A. Definition: Retention salary increases allow the Montana University System to retain an employee a) with valuable knowledge, skills or abilities that are vital to the achievement of the University's mission or strategic goals and b) whose resignation would have a significant adverse impact on the accomplishment of critical and/or time-sensitive projects.

- B. Amount: Retention salary increases may be permanent or temporary base adjustments or a one-time or periodic lump sum amount that is not added to the employee's base salary. The amount requested shall be supported by relevant salary comparison data from CUPA and other sources deemed relevant by OCHE staff, in consultation with the employing unit
- C. Eligibility: Normally, only those individuals employed at least three (3) full contract terms shall be eligible for a retention salary adjustment. An individual employee may normally receive no more than one (1) retention salary adjustment in any two (2) consecutive year period.
- D. Effective Date: A retention salary adjustment shall be effective on the date established by the Board.
- E. Documentation Required: A retention increase request shall be accompanied by:
  1. Explanation of the adverse impact if the employee resigns and a summary of the employee's value to the institution;
  2. Relevant salary survey data, including the job titles and descriptions of duties for positions used for comparison purposes;
  3. Existing salary relationships among positions with similar responsibilities and in supervisory hierarchies within the campus and Montana University System;\*
  4. Budget availability, funding source and long-term impact on tuition;
  5. Recruitment and turnover for the position and similar positions within the Montana University System;\* and
  6. Evidence that the employee is marketable.
- F. Conditional Adjustment: Employees who receive retention salary adjustments may be required to sign a contract stating that they will reimburse the employing unit in an amount equal to the retention salary increase already received if they elect to resign their employment within a specified period of time following the effective date of the salary adjustment.

*\*System information, beyond the employing and affiliated campuses, is available from the Office of the Commissioner of Higher Education and should be obtained prior to submission of the request.*

### III. Internal Equity

- A. Definition: A salary adjustment for an employee performing similar work under similar working conditions requiring a comparable level of knowledge, skill, or ability in order to resolve inequities created when it was necessary to pay another employee a higher salary for recruitment or retention purposes. The fact that a retention salary adjustment is granted to one or more employees on the same or another campus may not be used as the sole justification for additional internal equity salary requests. Other relevant factors to be considered include merit and length of service of the employee.
- B. Amount: The amount requested shall be supported by salary comparison data from within the Montana University System, along with relevant salary comparison data from CUPA and other sources deemed relevant by OCHE staff in consultation with the employing unit.
- C. Eligibility: Only those individuals employed at least three (3) full contract terms shall be eligible for an internal equity salary adjustment. Normally, an individual employee may receive no more than one (1) equity salary adjustment in any three (3) consecutive year period.
- D. Effective Date: An internal equity salary adjustment shall be effective after Board approval.
- E. Documentation Required: An internal equity increase request shall be accompanied by:
  1. Explanation of reason the inequity exists;
  2. Position and salary comparisons within the Montana University System that confirm an internal equity problem: and
  3. Budget availability and funding source.



#### IV. Lump Sum Bonus

- A. Definition: Non-base building compensation for exemplary service or contribution beyond the scope of the employee's regular job responsibilities and expectations. A lump sum bonus request may be submitted at the President's discretion.
- B. Amount: Typically, the amount of a lump sum bonus may not exceed 10 percent of the employee's annual base salary or \$5,000, whichever is less.
- C. Eligibility: Employees must have been continuously employed in their current position for at least twelve (12) calendar months and shall not have received a lump sum bonus in at least the most recent 12-month period.
- D. Criteria: The following job performance criteria shall be used to further determine eligibility:
  - 1. The work significantly exceeds standard expectations in terms of quality, quantity, creativity, initiative, and effort;
  - 2. The employee shall have maintained a consistent level of exemplary job performance during the term of their employment with the Montana University System, as evidenced by regular performance evaluations;
  - 3. The efficiency, effectiveness, revenue generation, and/or cost savings efforts of the campus and/or University System are measurably enhanced by the employee's documented work; and
  - 4. The employee's accomplishments occurred within the prior 12-month period.
- E. Effective Date: Approved lump sum bonuses shall be effective December 1 of each year. The Board of Regents prior to December 1 shall approve lump sum bonus requests.
- F. Documentation Required: Written documentation addressing the above-described eligibility criteria shall be submitted to the Commissioner, along with the requested dollar amount.

Individuals on Letters of Appointment are ineligible for retention, internal equity, and lump sum bonuses during the term of their appointment contracts. Nothing in this policy shall be construed to mean that an employee is entitled to any type of salary adjustment at any time, nor shall any provision in this policy be construed to mean that any individual is entitled to employment beyond the term of their existing contract, or as provided for in Board of Regents policies.

Whenever possible, requests for salary adjustments, with the exception of across-the-board increases, shall be submitted to the Board no later than October 1 or April 1 of each year for inclusion on the November or May Board of Regents consent agenda.

September 21-23, 2005

**ITEM 128-106-R0905                      Make the Two-Year Education Council a formal and permanent body within the Montana University System and approve the Charter for the Council**

**THAT:**                                              The Board of Regents recognizes the Two-Year Education Council as a formal and permanent body within the Montana University System and approves the Charter for the Council

**EXPLANATION:**                                              This request is supported by the following:

Historically, this Council was known as the Two-Year Education Committee. This committee was ad hoc in nature, facilitated by OCHE, and performed a valuable service to the Montana University System such as revising the two-year degree taxonomy in 1998 and making policy recommendations related to fee structure and tuition, application of credits to degree programs, subsidized credit hours and other critical issues. In 2004, the committee convened to develop a mission statement and goals to guide their work. At that time, the term council was adopted to reflect the function of the council—a partnership of two-year college leaders dedicated to a single purpose—ensuring that two-year colleges in Montana succeed in developing more prosperous and productive individuals, businesses, communities, and economies throughout the state.

In January 2005, the Shared Leadership Steering Committee on Workforce Development concluded that Montana’s complex organizational and reporting structure makes it difficult to communicate, as a system, the importance of two-year colleges to the State. The structure also hinders statewide coordination. The Steering Committee concluded that the widely varying “lines of authority” of our two-year programs, either directly or indirectly:

- a.            Create confusion regarding the function of the stand-alone Colleges of Technology , the merged COTs and the community colleges
- b.            Impede collaboration and coordination of services and programs, particularly life-long learning and customized training and limit the ability of institutions to be responsive to business needs
- c.            Impede the ability at the state level to coordinate two-year specific policies and system-wide improvements

To address these concerns, the Shared Leadership Workforce Development Steering Committee recommends that:

- a. Request the Board of Regents institutionalize the Two-Year Education Council as a formal and permanent body within the University structure; and
- b. Board of Regents review and approve a charter for the Two-Year Education Council

**Draft 2 council charter aparisot 8/30/2005**  
**ITEM 128-106-R0905**

**Charter**  
**Montana Two-Year Education Council**

**\*Mission**

The Montana Two-Year Education Council is a partnership of two-year college leaders dedicated to a single purpose—ensuring that two-year colleges in Montana succeed in developing more prosperous and productive individuals, businesses, communities, and economies throughout the state.

**\*Goals**

To achieve its mission, the Montana Two-Year Education Council concentrates its efforts on:

1. Engendering a statewide understanding of the value of two-year colleges and a statewide commitment to promoting and increasing the value of two-year education in Montana.
2. Serving as the primary resource in Montana for information and consultation about two-year education-related issues, whether in Montana or throughout the world;
3. Using common language and similar approaches to ensure that two-year pathways to four-year degrees or to high-demand jobs are frequently and easily traveled;
4. Sharing resources to ensure that the needs of Montana's students, communities, and economies are met in responsive, flexible, affordable ways;
  
5. Creating peer networks and dialogue across disciplines, positions, communities, and cultures within the two-year college sector.
  
6. Taking a leadership role in the development, implementation, and assessment of programs and services related to the best practices of two-year colleges adopted by the Board of Regents in 2003;
  
7. Fostering effective partnerships with high schools, other colleges, government and government agencies, community groups, and business and industry to address emerging needs in education, the Montana economy, our communities, and society.

\*(Adopted, 2004)

**Role and Responsibility**

- Advise and assist the BOR, on issues, opportunities or problems related to two-year education from a statewide, systemic focus
- Maintain a regular reporting slot on the Board of Regents meeting agenda
- Provide a standing report for each Board of Regents meeting
- Report to Regents' standing committees as appropriate
- Provide a comprehensive annual report

### **Membership**

Deans of Colleges of Technology  
Chancellors of Colleges with Two-Year Programs  
Presidents of Community Colleges  
Director of Two-Year Education and Workforce Development

Member's representative (TBD)

### **Governance**

#### **Leadership**

The Chair of the Council shall preside at all meetings of the Council. The Chair shall determine the agenda for each Council meeting in consultation with the council. The Chair will participate in the consensus decision-making process as well as vote during the Council meetings.

#### **Decision-making Process**

A consensus process will be used for any agenda item requiring action. If consensus cannot be achieved, a majority vote will be required.

#### **Meetings**

Meetings shall be held six times per year. The Chair shall call a special meeting at the written request of at least five Council members, and the agenda for such a special meeting will be the items stated on that written request.

The agenda will be disseminated to the members in advance of each meeting. Minutes will be taken and distributed to members. The minutes will record the actions taken at a meeting and summarize the discussions.

The Council may adopt any rules necessary for the orderly conduct of its Business.

All meetings of the Council shall be open to the public.

### **Committees**

The Council may appoint ad hoc committees as necessary. Members of such ad hoc committees do not need to be members of the Council.

### **Assumption**

The Council will interface with the Montana Board of Regents by:

- addressing problems relating to two-year education as they arise
- providing an annual report on issues that are ongoing with two-year education.
- Imparting a coordinated, systemic approach to two-year education in Montana

## MATRIX ON TWO-YEAR COUNCIL CHARTER LANGUAGE

### Current Charter Language—Mission

The Montana Two-Year Education Council is a partnership of two-year college leaders dedicated to a single purpose—ensuring that two-year colleges in Montana succeed in developing more prosperous and productive individuals, businesses, communities, and economies throughout the state.

### Responses

(New Mission Language) The Montana Two-Year Education Council is a partnership comprised of the leaders of Montana's two-year college institutions and it is dedicated to the single purpose of ensuring that two-year post-secondary education in Montana plays a premier role in developing more prosperous and productive individuals, businesses, communities, and economies throughout the state. (Cech)

(New Mission Language) The Montana Two-Year Education Council is a partnership of leaders of institutions with two-year programs dedicated to a single purpose—ensuring that colleges with two-year programs in Montana succeed in developing more prosperous and productive individuals, businesses, communities, and economies throughout the state. (Jimeno)

Every college and university in Montana has two-year programs, except Bozeman and (I think) Carroll. But a two-year college is a different creature than a four-year college with two-year degrees, and if we hope for Montana to understand, embrace, and take advantage of that difference (which is the central purpose of the Council, as I understand it), we have to center our sights on what a two-year college is and does, rather than what some four-year colleges also do as a secondary part of their mission...I am all for including four-year colleges with significant two-year programming on the Council, and I particularly appreciate the perseverance of MSU Northern on the Council. (Moe)

I think most of us are in agreement that references to two-year colleges should stay. We spent lot of time coming up with that phrasing and it would be a real step backward to undo it now. (Moe)

For me the distinction is one of mission and the difference between being a two-year system with two-year programs or being a system that has two-year programs imbedded in its four-year mission. (Bingham)

Definitely should be two-year colleges. (Baker)

I agree about the language of two-year colleges. We are colleges with programs. I believe too, that "two-year colleges" must remain the focus of our document. (Hammon)

MSU-Northern was always under the impression that the two-year council was to be formed under the premise of supporting two-year programs, not two-year colleges. When I review the language in the current draft of the charter, the charter refers only to two-year colleges. (Capdeville)

I also agree that a great deal of time and effort was put into the defining the Council's vision, mission and goal statements that are reflected in the Charter. This is a dynamic document that will surely be revisited as the Council grows. I would recommend we let the statements stand as written at this time. (Parisot)

### Curent Charter Language—Membership

Deans of Colleges of Technology  
 Chancellors of Colleges with Two-Year Programs  
 Presidents of Community Colleges  
 Director of Two-Year Education and Workforce Development (*ex officio or member*)

The member cannot designate a representative, but will have the opportunity prior to the meeting to provide written comment. A member's representative may attend the meeting and report back to the official member. (*this issue was not finalized at our meeting*)

### Responses

Whether the member is a two-year "stand-alone," "co-located" COT, community college, tribal college, or four-year college with two-year programming, when the work of Council membership is delegated to a "designee," rather than the chief administrator of the two-year college, I believe the value that we as members and that others as observers attach to the Council is diminished. (Moe)

Ex officio just means that you (Director) are a member by virtue of your office. That would be true of all of us. (Moe)

Director of Two-Year Education and Workforce Development (*ex officio or member?*) My assumption is that person serves as the Chair of the Council. As a result, would be a full member...(Jimeno)

This area of the charter tells me we are more concerned with the "person" (and/or position) who attends the meeting than we are with the institution being represented. Here's an analogy for us to explore – if one of the Presidents and/or one of the Chancellors is unable to attend the Board of Regents meeting, s/he does not send comments in advance. In addition, a designee is always a full voting member. (Jimeno)

Although I do not object to either the Chancellor of the University of Montana-Western or myself being defined members of the Council, I am concerned with the language concerning the use of a designee. It seems to me that the membership of the Council has become so enamored with the "position" of the person on the Council that we are losing the voice of the institution. (Capdeville)

MSU-Northern is very concerned that the voice for all two-year programs is being lost in the draft of the charter. (Capdeville)

I am OK with the CEOs designee attending -- it's an open meeting, after all -- but not as a participant for these reasons:

1. Your campus can be represented, including your vote, through your written comments.
2. Your designee can attend and report back to you the meeting's events.
3. If we don't make this distinction, we are back to where we have been, where a campus sends the CEO one month, the assistant CEO the next, a faculty who is free the month after that. This practice makes it hard to build consensus on issues because the consenter keeps changing. It also makes it hard to build a relationship among Council members.(Moe)

I agree with Mary's comments except for having a representative when we cannot be there. If they need to be nonvoting that is OK but if I cannot be there I would like to have our COT represented and give me a first hand report. (Williamson)

The member cannot designate a consensus recommending representative, but will have the opportunity prior to the meeting to provide written comment and recommendation. (Bingham)



**Current Charter Language—Governance**

**Leadership**

The \_\_\_\_\_ of the Council shall preside at all meetings of the Council. The \_\_\_\_\_ shall determine the agenda for each Council meeting and shall place any item on the agenda brought by two or more members. The \_\_\_\_\_ may participate in discussions and **vote (?)** during the Council meetings.

**Responses**

The DIRECTOR OF WORKFORCE DEVELOPMENT SHALL BE THE CHAIRPERSON of the Council AND IN THAT CAPACITY shall preside at all meetings of the Council. The CHAIRPERSON shall determine the agenda for each Council meeting and shall place any item on the agenda brought by two or more members. The CHAIRPERSON may participate in discussions BUT WILL NOT VOTE ON ISSUES BEFORE THE COUNCIL. (Moe)

My recommendation is that you chair and staff the council but do not vote. This will be better for your position anyway in that you will not be taking sides. (Moe)

Chair is full voting member. (Jimeno)

In regard to the issue of neutrality, I believe that my position makes it even more important that I be a voting member as I am not organizationally attached to any one institution. (Parisot)

Director of Two-Year Education and Workforce Development (**ex officio or member?**) My assumption is that person serves as the Chair of the Council. As a result, would be a full member...(Jimeno)

**CAMPUS REPORTS**  
**Board of Regents Meeting**  
**September 21-23, 2005**  
**Billings, Montana**

**Flathead Valley Community College**  
**President Jane Karas**

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- Flathead Valley Community College was presented a check in the amount of \$20,043.29 from the Student Assistance Foundation at the FVCC Board of Trustees monthly meeting June 27. The grant was generated through the foundation's Acce\$\$ Grant program. Acce\$\$ Grants are awarded to Montana colleges and universities for use by the financial aid offices to help students whose unmet needs are creating barriers to prevent them from continuing their education. Since 1999, the organization has awarded nearly \$75,000 to FVCC.
  - Flathead Valley Community College hosted two Blue Angels representatives July 29. The representatives presented information on the Blue Angels and about career opportunities in the military to FVCC students and members of the public.
  - Flathead Valley Community College has expanded its Building Trades program to Polson this fall. The program enables students to receive two-year Associate of Applied Science degrees or one-year certificates while constructing a home in the Polson area. The program is sponsored by the Lake County Builders Association, Flathead Valley Community College and Polson High School.
  - FVCC has begun offering new one-year certificate programs in construction trades this fall. Those programs include electrical technology, plumbing technology, welding and fabrication technology and heavy equipment operator.
  - Flathead Valley Community College has launched a new and improved Culinary Arts program this fall. Now offering two-year Associate of Applied Science degrees, FVCC hosted an open house August 23 to showcase the program and to introduce the new program instructor to the public.
  - Flathead Valley Community College held new student orientation August 5 and 17. Nearly 400 new students attended the sessions to learn about financial aid opportunities, student support services, student organizations and course registration policies. Students who attended were given the opportunity to register for classes and meet with advisors.
  - Flathead Valley Community College's Continuing Education Center held a successful Kid's College program in June and July. The college had nearly 400 enrollments from children in grades one through eight who participated in fun-filled and enriching week-long, half-day classes such as "Sciensational Toys," "Kitchen Chemistry" and "Art of Spain and Mexico."
  - FVCC Education Instructor and Early Childhood Program Coordinator Marlyn James, M.A., teamed up with author and Early Childhood Education Consultant Gaye Gronlund to compose a book and produce a training video entitled, "Focused Observations: How to Observe Children for Assessment and Curriculum Planning" that was released this summer. The publication is a comprehensive resource designed to help early childhood educators implement realistic and time-conscious observation techniques into their classrooms.
  - Flathead Valley Community Theatre had a successful summer season with its second season of Outdoor Summer Theatre. Held throughout July, the series consisted of three family-friendly productions: "The Death and Life of Sneaky Finch," "The Book of Liz" and "The Doctor in Spite of Himself."
  - The Flathead Valley Community College Foundation hosted summer evening tours of the Bibler Home and Gardens July 25-29. The fundraiser generated over \$2,000 in proceeds to benefit student scholarships and programs at FVCC.
  - Flathead Valley Community College Board honored Trustee Herman "Chet" Ross, D.V.M., August 25, by renaming its Science and Technology building "Ross Hall" during a building dedication ceremony. Ross provided service to the college from 1967 to 2004 and made significant contributions to FVCC including serving as one of the college's founders and the first chairman of the college's Board of Trustees in 1967. He worked diligently to change Montana state law to permit community colleges to serve students 21-years old or younger to all residents of the district.
  - Following the building dedication August 25, the college held a public viewing of its new heavy equipment for the college's Heavy Equipment Operators program. The equipment was funded through one of three grants totaling \$693,577 awarded to Flathead Valley Community College in May as part of the \$3 million allocated by the 2005 Montana Legislature to update equipment at two-year colleges throughout the state. In addition, state-based companies including Western States of Kalispell, Western Plains of Billings, Triple W of Kalispell and Rocky Mountain Truck Center of Belgrade, contributed a 50 percent reduction in price for the purchase of the equipment.
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**Miles Community College**  
**President Darrel L. Hammon**

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- Miles Community College held its “Back to College” faculty and staff development and orientation the week of August 29, 2005. We welcomed the following faculty and staff: **Sharon Allard**—Nursing Instructor; **Ric Baranowsky**—Psychology Instructor; **Laura Bennett**—Controller; **Rob Bishop**—Athletic Director; **Bill Ellis**—Building Technology Instructor; **Kristy Fleshman**—Business Instructor; **Cindy Fuhrman**—FIPSE grant administrative assistant; **Laurie Kelly**—Volleyball Coach; **Dr. Beth Krueger**—Dean of Academic Affairs; **Loren Lancaster**—Admissions Representative/Recruiter; **Helen Linderman**—Clinical Resource Nurse in Glendive; **Darren Pitcher**—Director of Student Services; **Tad Torgerson**—Dean of Administrative Services; **Sarah Vernholm**—Health Sciences Division Administrative Assistant; and **Lindsey Woolley**—Golf Coach.
  - Miles Community College student **Julie Harris** won first place for the Student Photographic Society Division of the Montana Professional Photographers Association at the Great Falls State Conference. Julie is pursuing a Business degree. She is planning on opening a photography business in the near future.
  - **Robin Gerber**, History and Drama instructor, recently published *A Long Way From Anywhere: A History of Miles City Montana—For Kids*.
  - Faculty member **Donna Faber’s** photo, “Down the Lane to Better Grass on the Yellowstone,” was selected for the “best of the best” showing at the Yellowstone Art Museum in Billings. These selections were taken from contributors who were encouraged to photograph life along the Yellowstone on July 25, 2003, to commemorate Clark’s journey 200 years ago.
  - The Miles Community College Board of Trustee Member recently selected **Todd Steadman** as the newest Trustee for the College. Many of you know that Jim Lucas has stepped down from his position as Trustee. Jim has been associated with the College in some way for the past 50 years, the last 34 years as Trustee.
  - Miles Community College won third place in the Float Division of the **Bucking Horse Sale Parade**. If you have not attended the internationally-acclaimed Bucking Horse, you ought to.
  - Pioneer baseball players, **Tanner Swanby, Nate Herbig, and Evan Krause** made the NJCAA All-Region XIII Baseball Team Division II.
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**Montana State University-Bozeman**  
**President Geoff Gamble**

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- The **MONTANA MANUFACTURING EXTENSION CENTER (MMEC)** recently ranked the best among 59 centers nationally on their Customer Satisfaction Score. In addition, MMEC was fourth best in the nation for their Investment Leverage Ratio, the return on investment that clients make. This is a huge accomplishment considering that most centers work with more and larger manufacturers.
- The 60<sup>th</sup> annual **4-H CONGRESS** took place on campus this month with over 500 student delegates attending. Teen leaders and adults took part in conferences and contests and donated thousands of pop tabs to the Ronald McDonald House fundraiser. 4-H is a program of the Montana State University **EXTENSION SERVICE** and serves 30,000 school age kids throughout the state.
- **MICHAEL IVIE**, associate professor of entomology, was named to a life-time honorary position as a Fellow of the Royal Entomological Society in London.
- The **OFFICE OF INTERNATIONAL PROGRAMS** with cooperation from the **ENGLISH DEPARTMENT** will host student leaders from the Middle East and Northern Africa for four weeks this summer as the result of winning a new \$314,000 federal grant sponsored by the U.S. Department of State’s Middle East Partnership Initiative and the Bureau of Educational and Cultural Affairs. The twenty-two students will also spend two weeks in Washington, D.C. and two weeks touring Wyoming, Colorado and New Mexico.
- MSU economist **DINO FALASCETTI** was appointed to serve a one-year appointment on the President’s Council of Economic Advisors, a group charged with studying Social Security for President George W. Bush. He will work in Washington D.C. for one year analyzing proposals and trying to anticipate consequences.
- The **BOBCATS** earned the Big Sky Conference’s premier award, the **STERLING SAVINGS BANK PRESIDENT’S CUP** for excellence in both academics and athletics. The award takes into consideration grade point averages, graduation rates and number of all-conference performers with a GPA of above 3.0, as well as league standing in football, soccer, volleyball, basketball, tennis, cross country, indoor and outdoor track and field and golf.
- **SUSAN CAPALBO**, Director of the **BIG SKY REGIONAL CARBON SEQUESTRATION PARTNERSHIP**, will direct a \$17 million grant from the U.S. Department of Energy to further develop ways of capturing and storing greenhouse gases. The partnership includes scientists from Wyoming, South Dakota, Idaho, Oregon and Washington, tribal nations and international collaborators in Norway, India and the Netherlands. The award is recognition of MSU’s work in energy research and the infrastructure in place.

- **FLY ROD & REEL** magazine rated MSU as the top university in the country for students looking for both an education and fly-fishing opportunities.
- **JENNIFER HAUBENREISER**, Director of **MSU HEALTH PROMOTION**, will administer a new \$207,000 grant from the U.S. Department of Education aimed at preventing high-risk drinking and violent behavior on campus. The grant will support MSU programs ranging from the popular Midnight Mania to screening programs for high-risk drinkers.
- **UNDERGRADUATE STUDENTS** assembled at the Marshall Space Flight Center in Huntsville, Alabama on June 18<sup>th</sup> to launch an experiment on **NASA's "Deep Space Test Bed"** gondola. The students prepared the project as part of the NASA Student Launch Initiative. MSU was one of four universities selected to participate out of 550 applications.
- **CHRIS GUY**, associate professor in **ECOLOGY** at Montana State University and assistant leader of the Montana Cooperative Research Unit, has earned the American Fisheries Society Education Section's "Excellence in Fisheries Education Award" recognizing excellence in teaching and advising in fisheries science or management. It is the section's highest honor.
- The **COLLEGE of LETTERS and SCIENCE** has expanded its relationship with Aspen Pointe, a local retirement community. Four faculty presented lectures last year to audiences of between 30 and 75 people. This academic year, L&S faculty will present a minimum of six lectures at the facility.
- Twenty-one minority high school students from throughout Montana recently completed a six-week summer science enrichment camp at MSU. The **MONTANA APPRENTICESHIP PROGRAM (MAP)**, is designed to provides hands-on research experience to teens interested in science, technology, engineering and math. Students work closely with MSU faculty mentors, participate in seminars and a full activity schedule and are paid for their laboratory work. Over 350 students have completed the camp since it began in 1980.
- **BLAKE WIEDENHEFT**, a graduate student from Fort Peck discovered a new protein, the first of its kind found in high-temperature micro-organisms living in acidic hot springs. He was the lead author on a professional paper describing the protein that was recently published in the National Academy of Sciences weekly journal. **MARK YOUNG, PLANT SCIENCES and PLANT PATHOLOGY** professor, was a co-author and provided photos and art that ran on the cover.
- **AMANDA GRUE**, a graduate student in the **SCIENCE AND NATURAL HISTORY FILMMAKING**, received second place in the international film competition of the Association Liaison Office for University Cooperation in Development. Hers was the only student-generated film in the top four. Her film, "Junior Mentors Synergize Partnerships" was filmed in Mali and funded by an USDA Higher Education Challenge Grant, "Discovery-Based Undergraduate Education: Collaborative Research Support Programs.". **FLORENCE DUNKEL, ENTOMOLOGY** professor, was Grue's mentor for the project and is the Principal Investigator of the grant.
- **JAYME KRELTINGER**, a senior from Manhattan majoring in modern languages, was awarded a \$5,000 Gilman Scholarship to study at Al Akhawayn University in Ifrane, Morocco. She plans to study Arabic and an Arabic dialect spoken in Morocco, as well as economics of developing countries. Ultimately she plans to attend graduate school and study women in education.
- MSU's **RESEARCH EXPENDITURES** grew to \$98.4 million in FY05, an increase of 12 percent over last year's record. The ability of faculty to be successful in competing for grants and contracts opens doors for students to receive a state-of-the-art education and is a leading contributor in MSU's 83 percent medical school placement rate, overall number of Goldwater scholarship awards and other undergraduate student accomplishments.
- The **MUSEUM OF THE ROCKIES** has become one of 142 Smithsonian Institute affiliates, giving the museum greater access to Smithsonian collections, programs and expertise. **JACK HORNER**, Curator of Paleontology, is a senior fellow with the Smithsonian's Natural History Museum.
- **MAGGIE GUDATIS**, computer systems analyst in the **COLLEGE OF GRADUATE STUDIES** has received an international award, the Electronic Thesis and Dissertation Leadership Award, from the Adobe Corporation and the Networked Digital Library of Theses and Dissertations organization, for her leadership in making MSU's graduate theses and dissertations available on the internet.

**Montana Tech of The University of Montana**  
**Chancellor W. Frank Gilmore**

- Montana Tech was again recognized by the Princeton Review's annual college guide, "The Best 361 Colleges – 2006 Edition." Assets listed by students surveyed include the great placement rate and computer facilities, availability of financial aid, and interesting and accessible professors.
- The seven B.S. engineering programs and the M.S. in Industrial Hygiene in the School of Mines & Engineering were successfully reaccredited by ABET following a Fall 2004 visit.

- The Montana Bureau of Mines and Geology's regional seismograph network recorded the July 25, 2005 earthquake (magnitude 5.6) centered nine miles north of Dillon. Within minutes, emergency-response agencies and the public were provided with information needed in order to realize that this was not a major disaster, and an appropriate response could be planned. Recognizing a need for additional data in the immediate area, the U.S. Geological Survey, in cooperation with the Montana Bureau of Mines and Geology, installed a new seismic station north of Dillon. The new station became functional on August 12 and raw seismic data are posted to the Bureau's Earthquake Studies Office website.
- The Crow Tribe recently announced an Oil and Gas Exploration Agreement for a 7,680 acre lease on the Crow Reservation, which includes requirements for drilling exploration wells as soon as possible. The prospect was identified in 1998 by Dr. David Lopez, senior geologist with the Montana Bureau of Mines and Geology, as part of research performed under a grant from the U.S. Dept. of Energy.
- The Clark Fork Watershed Education Program (CFWEP) and Advancing Rural Montana Science (ARMS) programs of Technical Outreach hosted 18 K-12 science teachers from southwest Montana at the 2005 Upper Clark Fork Watershed Summer Science Academy on August 15-17.
- Professor Pat Munday, Professional & Technical Communication, joined colleague Harry Fritz (UM-Missoula) as an instructor in a week-long summer institute for high school American History teachers. The group began with lectures and activities in Butte and Anaconda, and then boarded a bus for a week of site visits, lectures, and workshops.
- Henrietta Shirk, Ph.D., has been elected as the 2005-2006 President of the Montana Chapter of the Society for Technical Communication (STC).
- Geophysical engineering professor Marvin Speece and graduate student Seth Betterly will spend most of October and November in Antarctica conducting geophysical surveys to help select a drilling site for the Antarctic DRILLING (ANDRILL) Program. ANDRILL is a multinational program with the objectives to recover stratigraphic intervals for use in interpreting Antarctica's climatic, glacial and tectonic history over the past 50 million years.
- The Technical Outreach Department presented several events this summer, including (1) a six-week residential Upward Bound Academy, (2) a one-week residential college-preparation camp, (3) fifteen three-hour workshops under the auspices of Kids' College, and (4) a Bridge program, which gave students the opportunity to earn six undergraduate credits.
- Amy Verlanic, Director of Technical Outreach, assumed the presidency of ASPIRE, Inc., a six-state non-profit professional association designed to increase educational access and opportunities for disadvantaged students.
- Dr. Larry Twidwell presented a plenary keynote address at the Arsenic Metallurgy Fundamentals and Applications at the 2005 TMS (The Metals Society) annual meeting. He and colleagues presented two additional papers that were judged the Best Technology Papers for the EPD (Engineering Process Division) of TMS. Professor Willis Weight taught a 5-day course on hydrogeology at the Fort Belknap Indian reservation, to increase awareness of water issues and environmental concerns.
- Margaret Ziaja presented a paper on "Model of the Impregnated Diamond Bit" at the American Association of Drilling Engineers (AADE) 2005 National Conference and Exhibition in Houston, held April 4-7, 2005.

**Montana State University-Billings**  
**Chancellor Ronald P. Sexton, Ph. D.**

- Dr. George White, Dean of the College of Education and Director of Graduate Studies, has been named as Interim Vice Chancellor of Academic Affairs at the Billings campus. His new duties began July 1. White will be serving in the role as Provost and Academic Vice Chancellor while a nationwide search takes place for a candidate to fill the role on a permanent basis. White took over for Dr. Janie Park, who left MSU-Billings in July to become president of Chadron State College in Nebraska. She had been Academic Vice Chancellor since 1996.
- Dr. Mary Susan Fishbaugh, a special education, reading and early childhood professor, was named Interim Dean for the College of Education. She replaces Dr. George White, who is filling the role of Interim Provost and Academic Vice Chancellor.
- Dr. Kirk Lacy, Director of Outreach and Distance learning, was named Interim Dean for the College of Professional Studies and Lifelong Learning. He replaced Dr. Randy Rhine.
- The Student Opportunity Services program received notification of the continuation of their Student Support Services TRIO grant from the Department of Education. This will provide \$290,079 per year for the next four years to support this program that serves low-income, first-generation, and disabled students on the MSU-Billings campus.
- On May 11, 2005, the Montana Contractor's Association Board of Directors met at the College of Technology. Twenty-five members of the board attended this meeting on Building the Future—Partnership to Develop Construction Trades Center. The two groups then announced that they are using \$50,000 as seed money to build a partnership between MCA and COT that will provide more highly-trained workers for the growing construction

industry. The partnership will also involve the collaboration of Billings School District #2's Career Center. The program will be an AAS degree to go through MSU-Billings and Board of Regents approval in the fall with the first class beginning in January 2006, as well as noncredit workforce development programs in the evenings as a partnership with the Billings Career Center.

- The MSU-Billings Office of International Studies has increased their international student numbers as well as their staff, including an International Resident Assistant and student interns. Twenty-two of twenty-eight international students obtained a 3.0 GPA or higher in spring 2005. The Office has also increased the number of scholarships offered as well as participation in the International Studies Club and the Minor in International Studies.
- The Montana Center on Disabilities and the newly expanded Bighorn Teacher Projects at MSU-Billings received \$1,142,716 from the U.S. Department of Education to implement the Teacher Education for All in Montana (TEAM) program at MSU-Billings. Dr. Susan Barfield, an associate professor in the College of Education, wrote the grant proposal with assistance from the Montana Center, the BHTP, and the College of Education. The grant provides the funding, by spring 2008, to graduate 15 certified American Indian teachers who demonstrate a commitment to employment in schools serving these reservations. Currently, American Indian teachers comprise a low percentage of the teaching staffs in Montana schools.
- The Student Assistance Foundation presented Montana State University–Billings with \$53,771.50 through the foundation's Access Grant program. Since 1999, the foundation has awarded over \$215,000 to MSU-Billings, and nearly \$2.2 million, statewide, through the Access Grant program.
- MSU-Billings announced in early February that it was reviving its baseball program. Director of Intercollegiate Athletics Dr. Gary Gray announced that Chris Brown has been selected as the head coach for the first NCAA baseball program in the state. Beginning with the 2006 spring season, the Yellowjacket baseball team will compete in the Heartland Conference with 40 games scheduled for their first season of play.

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## **Montana State University-Great Falls College of Technology**

### **Dean Mary Sheehy Moe**

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- Top Prize at Model Arab League. An 11-student delegation from MSU – Great Falls participated in the Northern Rockies Model Arab League Conference in Missoula in April and received the Outstanding Delegation award, the top honor given at the conference. Besides the top overall honor, many students received awards for their work on individual committees, capturing Outstanding Delegate and Honorable Delegate awards.
- Media Arts and Filmmaking Camp presented by Peter Rosten. At a 2-day camp taught by retired Hollywood producer Peter Rosten in August, local teens were introduced to the fundamentals of filmmaking, including story development, screenwriting assignments and preliminary "hands-on" technical skills with the main emphasis being personal expression and self-fulfillment. Peter Rosten retired and moved to rural Montana in 2001. His producing credits include the 1980's CBS TV series "Scarecrow and Mrs. King" and the 1989 film "True Believer."
- Identity Theft Workshop. Attorney General Mike McGrath visited MSU – Great Falls in August to introduce a campus workshop on identity theft, featuring Cort Jensen, of the Office of Consumer Protection. Identity theft is the fastest growing crime in America so the workshop addressed what it is, how to prevent it and what to do if it happens to you individually or as a business. Attorney General McGrath also talked about Montana's new Identity Theft Passport, which was passed by our 2005 legislature to serve as verification that a person has been a victim of identity theft.
- First-ever Fall Orientation Party. MSU – Great Falls hosted a bumper crop of prospective students at a new orientation format on August 19, 2005. The Fall Orientation Party or CheckOut Party was modeled after MSU Bozeman's Catapalooza. During the orientation party, students were able to get student ID pictures taken, tour the facility, and visit approximately 50 tables of vendors with give-a-ways and information.
- The 2nd European Tour. Continuing the Study Global Initiative at MSU – Great Falls, next spring students will be able to meander through the canals of Venice, climb the hills of Tuscany, and experience the art and architecture of Rome, Vatican City and Florence. The upcoming educational tour in May 2006 will be hosted by Interior Design instructors, Susan Brazier-Smith and Julie Myers, along with Art faculty Grayce Holzheimer. This exciting opportunity will allow students to travel for 8 days through Italy, earning college credit while experiencing a new culture, great food, and interesting people.
- Gubernatorial Appointment. Respiratory Care Program Director, Leonard Bates, has been named by Governor Brian Schweitzer to the State Board of Respiratory Care Practitioners.

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**Montana State University – Northern**  
**Chancellor Alex Capdeville**

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- This summer we were able to finish several projects that will enhance our campus and our educational environment. The Metals/Welding shop was completely renovated. The floors were ground and polished, walls painted and new welding booths and stations were installed. The vast majority of the work was done by Virgil Hawkinson and Joel Brodeur, who are both faculty of those programs.
- Finishing touches are being done on our new Applied Technology Center building. The new equipment has been ordered and is arriving and being installed daily. A grand opening date has not been set yet because we want to make sure that all of the equipment is installed and set up for demonstration.
- The National League for Nursing Accrediting Commission (NLNAC) granted our baccalaureate degree nursing program continuing accreditation for eight years. The Commission also granted the associate degree nursing program continuing accreditation with the condition that we submit a focused report in two years. If the Commission accepts the focused report, the next evaluation for the associate degree program will be scheduled for spring 2013.
- This summer I hosted every civic group in Havre to discuss what is happening on campus. I spoke on athletics, events center, cultural center, programs at Northern, and toured the ATC facility. These meetings were well received and I believe will help create a great deal of excitement toward our upcoming Applied Technology Center's grand opening.
- We replaced the last roof on the campus. This means that every roof on our campus has been replaced or repaired; therefore, we should not have to worry about leaking roofs for another 20 years.
- Dave Gantt has been hired as our new athletic director. This is the first time in Northern's history that we have hired a person to focus their energies as an Athletic Director. I believe that will make a significant difference in our athletic department and our ability to raise money for athletics.

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**The University of Montana-Western**  
**Chancellor Richard Storey**

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**Accomplishments**

- Professor Sheila Roberts has had a book chapter published titled *Surface-recession weathering of marble tombstones: New field data and constraints*, in Turkington, A.V., ed., *Stone decay in the architectural environment*. Geological Society of America Special Paper 390, p. 27-37, 2005.
- Professor Gary Lundy has had his poems, *nobody else's house aflame* and *tuning my guitar. the b always off. my hearing. the phone. and relationship.* accepted for publication in *Pudding Magazine*. Dr. Lundy also had another of his poems, *another roach story*, accepted by the magazine *snow monkey*.
- Dr. Rita Moore has had her book published by Heinemann, the leading publisher in Educational Resources. The book was co-authored by Carol Gilles of the University of Missouri-Columbia.
- Bibliographic entry: Moore, R. & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers grades 4-12*. Portsmouth, NH: Heinemann.

**Experience One Implementation Progress**

- The full Experience One course schedule is in place with many course sections already full. Additional faculty training will occur during 2004-5 and is being organized by the campus Teaching Development Committee, chaired by Dr. Bill Janus. One such faculty development opportunity occurred on August 24, 2005 with an experiential education workshop offered by Dr. Sonja Wiedenhaupt of Evergreen College in Washington.

**Chaohu College Friendship and Collaboration Agreement**

- The University of Montana-Western hosted three representatives from Chaohu College of Chaohu, China on June 21-24. The meetings resulted in the signing of a friendship and cooperation agreement between Western and Chaohu College. Both schools agreed to develop faculty and student exchange agreements that will be beneficial to both institutions and open up new opportunities to Western students and faculty. The three representatives were Wuqing Dong, President of Chaohu College, Yourong Liu, Associate Professor and Director of Educational Psychology, and Daocai Zhang, Director of Foreign Affairs and Associate Professor. Chaohu is located in the southeastern Chinese province of Anhui.

### **SKC Collaboration Grant**

- Western has been collaborating with Salish-Kootenai College (SKC) since 1997 to offer its Elementary Education Program on the SKC campus and this has significantly impacted the number of American Indian teachers in Montana. The success of this program was an important factor in SKC receiving a grant from the U.S. Department of Education (DOE) to continue and expand this offering. The DOE press release included the following:
- *Salish Kootenai College of Pablo, Mont. has been selected to receive a \$278,392 grant to provide a training program to graduate new American Indian teachers, U.S. Secretary of Education Margaret Spellings announced today. The college will work with the University of Montana-Western and the seven Montana Indian Reservations and adjacent schools to recruit and train new teachers that meet the requirements of the No Child Left Behind Act.*
- A portion of this grant will go to Western to cover some of the administrative costs of this Indian Teacher Education Program (ITEP). Other benefits of Western's relationship with SKC are increased multi-cultural opportunities for Western's students and faculty and other forms of collaboration. Western is also assisting SKC in the development of its own elementary education program.

### **Collaboration Agreement with Dillon Elementary School District**

- UMW has been working with the Dillon Elementary School District on a joint venture to develop a professional development school model known as a Teaching and Learning Community (TLC).
- The purpose of the agreement, which is still under development, is to combine resources and work together to improve results for The University of Montana-Western teaching candidates, offer greater professional development opportunities for classroom teachers participating in the project, and positively affect learning and the learning environment of partnering schools. It is hoped that this agreement will 1) provide ongoing quality field and student teaching placements for teacher education candidates, ongoing professional development for teachers who desire to become Mentor Teachers or Student Teacher Supervisors in the TLC teacher preparation program, and 2) initiate ongoing and collaborative scholarly and faculty development opportunities for Dillon Public School Faculty and UMW faculty.

### **Summer 2005 Enrollments**

- A total of 341 students amounting to 143 full time equivalents (FTE) have enrolled in Western's May interim and summer courses this year. This is an increase of 2% in FTE over 2004.

### **Fall 2005 Enrollments**

- With another large recruitment class of freshman and transfer students, Western's fall 2005 full time equivalent (FTE) student enrollment is on track to meet enrollment projections for 2005-6. While enrollment patterns have become more variable in recent years, and thus more difficult to predict, enrollment trends are positive so far.

### **New Strategic Growth Positions**

- In order to solidify and build upon recent enrollment increases, Western has added two new strategic positions. The first is a Director of Student Success/Director of Institutional Analysis and Strategic Planning. This position will coordinate academic student services as well as analyze academic data that will assist the campus in its strategic planning efforts. The second position is a Director of Marketing and University Relations position that will design and coordinate marketing efforts and assist with fund-raising campaigns.

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### **The University of Montana Missoula President G. M. Dennison**

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- University of Montana students contributed to the over \$4 billion in volunteer service raised by members of the Campus Compact, a national coalition dedicated to promoting community service, civic engagement and service-learning in higher education.
- **Hak Kyun Kim**, a University of Montana graduate student from Seoul, received the \$1,500 University of Montana Leonard R. Stach Scholarship in Ceramics.
- Thirty-two incoming University of Montana freshmen received prestigious Presidential Leadership Scholarships, recognizing their outstanding talent, academic performance, and contribution to community. Each student will receive a four-year tuition waiver plus an additional \$5,000 to \$7,500 per year.
- A NASA review panel recently announced it will extend the mission of the space agency's Terra environmental satellite for three years, enabling The University of Montana's Numerical Terradynamic Simulation Group, directed by **Professor Steven Running**, to continue studying aspects of the Earth's health. Running's group created software for Terra's Moderate Resolution Imaging Spectroradiometer which measures global vegetation, cloud characteristics, ocean temperature, and more.
- **Jim Foley**, a former top aide to U.S. Sen. Max Baucus, began his position as the next executive assistant to the president and University Executive Vice President at The University of Montana.



- Research findings by University of Montana professor, behavioral ecologist, and acting associate dean of the Division of Biological Sciences, **Erik Greene** and former University of Montana graduate student, **Chris Templeton**, were featured in the June 23<sup>rd</sup> issue of *Science*, one of the world's top research journals. The pair deciphered the language of chickadees and found a complex system of alarm calls that convey information about the size and danger of potential predators and tell the birds what sort of defense to mount in response.
  - **Jim O'Day**, formerly the director of development for The University of Montana's Department of Intercollegiate Athletics, will replace Don Read as the University's Director of Intercollegiate Athletics.
  - In July, the University hosted a national scientific conference on all aspects of asbestos-related diseases and research titled "Directions and Needs in Asbestos Research."
  - Two University professors, David Aronofsky, University of Montana legal counsel and law school faculty member, and Terry Weidner, Asian studies professor and director of the Maureen and Mike Mansfield Center completed a lecture tour in China where they discussed World Trade Organization legal and policy issues involving China. Their trip was funded by a grant from the U.S.-China Business Council Legal Cooperation Fund, with additional support from the All China Youth Federation.
  - In August, The University of Montana's O'Connor Center for the Rocky Mountain West, a regional studies and public policy center, hosted a seminar on educational provisions of the state's constitution titled, "Montana Constitution: Progressive Spirit of the Rocky Mountain West."
  - On 26 July 2005, The University of Montana celebrated the 15<sup>th</sup> anniversary of the Americans with Disabilities Act by hosting a celebration and offering tours of the University's new accessible van.
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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
Barber	Roger	FR: Deputy Commissioner for Academic and Student Affairs TO: No Change	120,500	<b>124,718</b>		<b>10/1/2005</b>	N-T CU	3.50%
Brown BA	Lynette	FR: Associate Assistant to Commissioner and Associate Secretary to Board of Regents TO: No Change	38,000	<b>39,330</b>		<b>10/1/2005</b>	N-T CU	3.50%
Clinard Ed.D	Jan	FR: Director, Academic Initiatives TO: (No Change)	57,700	<b>59,720</b>		<b>10/1/2005</b>	N-T D	3.50%
DuBay BS, BA	Rene	FR: Director, Educational Talent Search and Partnerships for Access TO: (No Change)	57,700	<b>59,720</b>		<b>10/1/2005</b>	N-T R	3.50%
Gibson MBA	David	FR: Associate Commissioner for Economic Development TO: No Change	98,500	<b>101,948</b>		<b>10/1/2005</b>	N-T R	3.50%
Joehler BS, MBA	Pam	FR: Interim Associate Commissioner for Fiscal Affairs <b>TO: Director, Budget and Accounting</b>	105,000	<b>75,500</b>		<b>9/12/2005</b>	N-T CU	-28.10%
Joehler BS, MBA	Pam	FR: Director, Budget and Accounting TO: No Change	75,500	<b>78,143</b>		<b>10/1/2005</b>	N-T CU	3.50%
Leavitt MBA	Glen	FR: Director of Benefits TO: (No Change)	71,069	<b>73,556</b>		<b>10/1/2005</b>	N-T D	3.50%
Marks BA, CPM	Bruce	FR: Director, MGSLP TO: (No Change)	80,460	<b>83,276</b>		<b>10/1/2005</b>	N-T R	3.50%
McRae BA	Kevin	FR: Director, Labor Relations and Personnel TO: No Change	79,000	<b>79,000</b>		<b>10/1/2005</b>	NT CU	0.00%
Merdinger M.Ed.	Sandra	FR: Director, Gear Up TO: No Change	58,500	<b>60,548</b>		<b>10/1/2005</b>	R	3.50%

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>Muffick BA</b>	Ron	FR: Director of Business Relations and Programs TO: No Change	55,500	<b>57,443</b>		<b>10/1/2005</b>	N-T R	3.50%
<b>Parisot Ed.D</b>	Arlene	FR: Director of Workforce Development and Two Year Education TO: (No Change)	69,774	<b>72,216</b>		<b>10/1/2005</b>	N-T R	3.50%
<b>Rosette</b>	Sherry	FR: Assistant to Commissioner / Secretary to Board of Regents TO: (No Change)	42,325	<b>43,806</b>		<b>10/1/2005</b>	N-T CU	3.50%
<b>Stearns Ed.D.</b>	Sheila	FR: Commissioner of Higher Education TO: No Change	145,000	<b>150,075</b>		<b>10/1/2005</b>	N-T CU <b>2 &amp; 3</b>	3.50%
<b>Swaney M.Ed</b>	Ellen	FR: Director, American Indian/Minority Achievement TO: (No Change)	45,354	<b>46,941</b>		<b>10/1/2005</b>	N-T CU	3.50%
<b>Swift BA, JD</b>	Catherine M.	Chief Legal Counsel	95,500	<b>98,843</b>		<b>10/1/2005</b>	N-T CU	3.50%
<b>Wing BA, CPA</b>	Karen	FR: Chief Financial Officer TO: No Change	64,500	<b>66,758</b>		<b>10/1/2005</b>	N-T R	3.50%
<b>(1) NEW POSITIONS AND REPLACEMENTS</b>								
<b>Robinson MBA, CPA</b>	Michael J. (Mick)	Associate Commissioner for Fiscal Affairs	115,075	<b>120,000</b>		<b>9/12/2005</b> (Sundsted)	NT CU	4.28%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>1,474,957</b>	<b>1,491,537</b>				<b>1.12%</b>

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							

**SALARY CHANGE OR ADDITION LEGEND:**

CF = Change in Funding and/or FTE  
 CL = Converted from Classified or Letter of Appointment  
 D = Completion of Degree  
 E = Equity Adjustment Increase  
 I = Inversion Increase Included  
 L = Professional Licensure Award  
 M = Merit Increase  
 N = Normal Increase  
 P = Promotion Increase  
 R = Retention / Market Adjustment Increase  
 RR = Responsibilities Reduced  
 SA=Stipend Added  
 1 = Plus Room and Board  
 2 = Plus Housing Allowance  
 3 = Plus Car Allowance

**FUNDING SOURCE LEGEND:**

CU = Current unrestricted  
 R = Restricted  
 A = Auxiliary  
 D = Designated  
 O = Other

**TENURE LEGEND:**

NT = Non-tenurable  
 T = Tenured  
 P = Probationary

**STIPEND LEGEND:**

DC = Dept. Chair/Dean  
 CC = Co-Chair  
 BB = In lieu of Base Building  
 AD=Administrative Duties

**EXTRA COMP LEGEND:**

est = Estimated  
 act = Actual  
 GA = Grant administration  
 ST = summer teaching  
 SR = summer research  
 AT = Additional AY teaching  
 AR = Additional AY research  
 SP = Speaking  
 PM = Project management  
 O = Other (must specify)

**\* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.**

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Oelz MS</b>	Erling	FR: Director, Public Services, Library Sciences <b>TO: Iterim Dean of Libraries, Mansfield Library</b>	66,928	90,000		<b>7/9/2005</b>	T CU FY	34.47%
<b>Willcox</b>	Sandra	FR: Director of Workforce Development, Continuing Education <b>TO: (No Change)</b>	55,665	<b>60,774</b>		<b>7/1/2005 E/R</b>	NT .47 CU .53 D	9.18%
<b>Willcox</b>	Sandra	FR: Director of Workforce Development, Continuing Education <b>TO: (No Change)</b>	60,774	62,901		10/1/2005 N		3.50%
<b>(B) PRESIDENT, VICE PRESIDENT AND DEANS:</b>								
<b>Dennison PhD</b>	George	FR: President Professor, History <b>TO: (No Change)</b>	144,486	149,543			T CU	3.50%
<b>Alexander EdD</b>	Sharon	FR: Dean, Continuing Education and Summer Programs, University Dean of Extension and Continuing Education <b>TO: (No Change)</b>	85,939	88,558		10/1/2005 N	NT CU	3.05%
<b>Branch PhD</b>	Teresa	FR: Vice President for Student Affairs, University Vice President for Student Affairs <b>TO: (No Change)</b>	125,500	129,500		10/1/2005 N	NT .50 CU .50 A	3.19%
<b>Brown PhD</b>	Jerry	FR: Dean, School of Journalism, Professor, School of Journalism <b>TO: (No Change)</b>	96,606	99,538		10/1/2005 N	T CU	3.04%

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Last	First							
<b>Brown PhD</b>	Perry	FR: Dean, College of Forestry and Conservation, Professor, College of Forestry and Conservation <b>TO: (No Change)</b>	118,538	122,209		10/1/2005 N	T CU	3.10%
<b>Burchfield PhD</b>	James	FR: Associate Dean, College of Forestry and Conservation, Associate Director, Montana Forest and Conservation Experiment Station, Associate Professor, College of Forestry and Conservation (Research) <b>TO: (No Change)</b>	85,500	88,629		10/1/2005 N	NT .42 CU .28 D .30 R	3.66%
<b>Carlson MS</b>	Claire	FR: Associate Vice President of Research and Development <b>TO: (No Change)</b>	80,720	83,222		10/1/2005 N	NT CU	3.10%
<b>Duringer MBA</b>	Robert	FR: Vice President of Administration and Finance <b>TO: (No Change)</b>	129,000	134,600		10/1/2005 N	NT CU	4.34%
<b>Dwyer</b>	Daniel	FR: Vice President of Research and Development, Professor, Chemistry <b>TO: (No Change)</b>	135,500	139,000		10/1/2005 N	T CU	2.58%
<b>Eck LLM</b>	E. Edwin	FR: Dean, School of Law, Professor, School of Law <b>TO: (No Change)</b>	131,856	138,293		10/1/2005 R/N	T CU	4.88%
<b>Fetz PhD</b>	Gerald	FR: Dean, College of Arts and Sciences, Professor, Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	123,000	126,760		10/1/2005 N	T CU	3.06%
<b>Forbes PhD</b>	David	FR: Dean, College of Health Professions and Biomedical Sciences <b>TO: (No Change)</b>	124,725	128,490		10/1/2005 N	T CU	3.02%

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Last	First							
<b>Ford PhD</b>	Raymond	FR: Associate Vice President of Information Technology, Professor, Computer Science <b>TO: (No Change)</b>	117,474	120,998		10/1/2005 N	T .90 CU .10 R	3.00%
<b>Gianchetta PhD</b>	Larry	FR: Dean, School of Business Administration, Professor, Marketing and Management <b>TO: (No Change)</b>	120,064	125,065		10/1/2005 R/N	T .95 CU .05 R	4.17%
<b>Harrington JD</b>	Michael	FR: Associate Dean, School of Business Administration, Assistant Professor, Information Systems and Technology, School of Business Administration <b>TO: (No Change)</b>	80,500	83,318	5,000 BB/CU <b>12,888 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	P CU AY	3.50%
<b>Howell DA</b>	Shirley	FR: Dean, School of Fine Arts, Professor, Music <b>TO: (No Change)</b>	97,314	102,660		10/1/2005 R/N	T CU	5.49%
<b>Keller BS, CPA</b>	Rosemary	FR: Associate Vice President of Administration and Finance <b>TO: (No Change)</b>	112,100	118,825		10/1/2005 N	NT CU	6.00%
<b>Kia PhD</b>	Mehrdad	FR: Assistant Vice President of Research and Development, Director of International Programs, Professor, History <b>TO: (No Change)</b>	90,500	93,306	<b>500 Act SP/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.10%
<b>McKusick PhD</b>	James	FR: Dean, Davidson Honors College, Professor of English <b>TO: (No Change)</b>	94,000	94,000			P CU	0.00%

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Last	First							
<b>Morin MBA</b>	Lori	FR: Assistant Dean of Student Services, Professor, College of Health Professions and Biomedical Sciences <b>TO: (No Change)</b>	84,873	87,843	5,000 BB/CU	10/1/2005 N	T CU	3.50%
<b>Muir PhD</b>	Lois	FR: Provost and Vice President of Academic Affairs, Professor, Psychology <b>TO: (No Change)</b>	134,100	134,600		10/1/2005 N	T CU	0.37%
<b>Rowland PhD</b>	Paul	FR: Dean, School of Education, Professor, Curriculum and Instruction <b>TO: (No Change)</b>	105,500	108,685		10/1/2005 N	T CU	3.02%
<b>Scott PhD</b>	James	FR: Associate Dean, College of Arts and Sciences, Professor, Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	77,509	80,221		10/1/2005 N	T CU	3.50%
<b>Snyder JD</b>	Frederic	FR: Associate Dean, School of Law, Director, Law Librarian, Professor, School of Law <b>TO: (No Change)</b>	99,655	103,143	8,750 BB/CU	10/1/2005 N	T CU	3.50%
<b>Staub PhD</b>	James	FR: Associate Provost, Academic Affairs, Professor, Chemistry <b>TO: (No Change)</b>	105,500	108,760		10/1/2005 N	T CU	3.09%
<b>Stocking MA</b>	Lynn	FR: Associate Dean, College of Technology, Educator, Level IV, Business Technology, College of Technology <b>TO: (No Change)</b>	65,115	67,393		10/1/2005 N	T CU	3.50%
<b>Strobel PhD</b>	David	FR: Dean, Graduate School <b>TO: (No Change)</b>	85,502	89,012		10/1/2005 R/N	T CU	4.11%



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Last	First							
Uhlig EdD	Sharon	FR: Associate Dean, School of Education, Professor, Health and Human Performance <b>TO: (No Change)</b>	60,883	63,015	5,000 BB/CU <b>13,520 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU AY	3.50%
Walker-Andrews PhD	Arlene	FR: Associate Provost, Academic Affairs, Professor, Psychology <b>TO: (No Change)</b>	105,500	108,760		10/1/2005 N	T CU	3.09%
Williamson EdD	R. Paul	FR: Dean, College of Technology, Educator, Level 4, Applied Arts and Sciences, College of Technology <b>TO: (No Change)</b>	93,350	96,031		10/1/2005 N	T CU	2.87%
<b>(C) ACADEMIC EXECUTIVES, ADMINISTRATORS AND PROFESSIONALS:</b>								
Byock MD	Ira	FR: Director, National Program Office for End of Life Care, Center for Ethics, Professor, Philosophy (Research/Adjunct) <b>TO: (No Change)</b>	184,680	191,144		10/1/2005 N	NT .25 R	3.50%
Greene PhD	Frederick	FR: Acting Associate Dean, Division of Biological Sciences, Professor, Division of Biological Sciences <b>TO: (No Change)</b>	75,000	<b>90,000</b>		<b>7/1/2005</b>	T CU	20.00%
Holian PhD	Andrij	FR: Director, Center for Environmental Health Sciences, Toxicology, Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	112,532	116,471	5,000 BB/CU <b>42,644 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T .89 R .11 D	3.50%

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Last	First							
<b>Keegan MS</b>	Charles	FR: Associate Director of Forest Research, Professor, Marketing and Management (Research/Adjunct) <b>TO: (No Change)</b>	67,195	69,547		10/1/2005 N	NT .25 CU	3.50%
<b>Keegan MS</b>	Charles	FR: Associate Director of Forest Research, Professor, Marketing and Management (Research/Adjunct) <b>TO: (No Change)</b>	95,626	98,973			.75 R	3.50%
<b>Kemmis JD</b>	Daniel	FR: Director, O'Connor Center for the Rocky Mountain West, Professor, Environmental Studies (Adjunct) <b>TO: Senior Fellow, Center for Rocky Mountain West</b>	90,730	93,452		10/1/2005 N <b>7/1/2005</b>	NT R	3.00%
<b>Kriley MBA</b>	Mary Kay	FR: Director of Freshman Interest Groups, Instructor, University College (Adjunct) <b>TO: (No Change)</b>	36,314	38,555		10/1/2005 N	NT .62 CU	6.17%
<b>Lussy BA</b>	Linda	FR: Assistant to the Dean, Director of Outreach/Fiscal Affairs, School of Fine Arts <b>TO: (No Change)</b>	42,500	43,988		10/1/2005 N	NT CU AY	3.50%
<b>Mattina PhD</b>	Nancy	FR: Director, Writing Center, Academic Affairs <b>TO: (No Change)</b>	55,500	57,359		10/1/2005 N <b>7/1/2005 CF</b>	NT FR: .82 CU <b>TO: .90 CU</b>	3.35%
<b>McGovern PhD</b>	Dean	FR: Executive Director, Montana Campus Compact, Assistant Professor, Social Work (Adjunct) <b>TO: (No Change)</b>	53,700	55,580		10/1/2005 N	NT .20 CU .80 D	3.50%

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Last	First							
<b>Murphy MS</b>	Dennis	FR: Athletic Trainer, Intercollegiate Athletics, Assistant Professor, Health and Human Performance (Adjunct) <b>TO: (No Change)</b>	45,226	46,583		10/1/2005 N	NT CU	3.00%
<b>Neu PhD</b>	Clyde	FR: Director, Off-Campus MBA Program, Professor, Marketing and Management <b>TO: (No Change)</b>	92,515	95,753	3,000 AD/CU <b>2,200 Act AT/CU 2,888 Act AR/D</b>	10/1/2005 N <b>9/1/2005</b>	P CU	3.50%
<b>Nunberg PhD</b>	Jack	FR: Director, Center of Excellence in Biotechnology, Professor, Division of Biological Sciences <b>TO: (No Change)</b>	94,917	97,954		10/1/2005 N	T D AY	3.20%
<b>Polzin PhD</b>	Paul	FR: Director, Bureau of Business and Economic Research, Professor, Marketing and Management <b>TO: (No Change)</b>	90,996	94,181		10/1/2005 N	T CU	3.50%
<b>Seninger PhD</b>	Stephen	FR: Research Associate Director, Bureau of Business and Economic Research, Professor, Marketing and Management <b>TO: (No Change)</b>	76,851	79,541		10/1/2005 N	T	3.50%
<b>Seninger PhD</b>	Stephen	FR: Research Associate Director, Bureau of Business and Economic Research, Professor, Marketing and Management <b>TO: (No Change)</b>	96,500	99,878			1.0 R	3.50%

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Last	First							
Snyder PhD	Conrad	FR: Assistant Vice President for Research for International Projects, Professor, Educational Leadership and Counseling <b>TO: (No Change)</b>	107,057	107,057	40,569 Act SR/R	5/16/2005	T R AY	0.00%
Stanford PhD	Jack	FR: Bierman Professor of Ecology, Director, Biological Station, Professor, Division of Biological Sciences (Research) <b>TO: (No Change)</b>	116,550	120,629	23,646 BB/R	10/1/2005 N	T .50 CU	3.50%
Stanford PhD	Jack	FR: Bierman Professor of Ecology, Director, Biological Station, Professor, Division of Biological Sciences (Research) <b>TO: (No Change)</b>	159,324	164,900			.50 R	3.50%
Vernon EdD	Andrea	FR: Director, Office of Civic Engagement, Assistant Professor, Educational Leadership and Counseling (Adjunct) <b>TO: (No Change)</b>	42,100	43,574		10/1/2005 N	NT CU	3.50%
Vogelsberg PhD	R. Timm	FR: Executive Director, Rural Institute, Professor, Educational Leadership and Counseling (Adjunct) <b>TO: (No Change)</b>	103,546	107,170		10/1/2005 N	NT .20 D .80 R	3.50%
Weidner PhD	Terry	FR: Director, Mansfield Center, Professor, History <b>TO: (No Change)</b>	107,057	110,800		10/1/2005 N	P R	3.50%
Williams BS	John (Pat)	FR: Senior Fellow, O'Connor Center for the Rocky Mountain West <b>TO: (No Change)</b>	90,728	93,903		10/1/2005 N	NT CU	3.50%
<b>(D) NONACADEMIC EXECUTIVES, ADMINISTRATORS AND PROFESSIONALS:</b>								

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Last	First							
Anderson BS	Jennifer	FR: Assistant Tennis Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	24,000	24,720		10/1/2005 N	NT D AY	3.00%
Aronofsky JD, PhD	David	FR: Legal Counsel, President's Office <b>TO: (No Change)</b>	84,000	88,300	6,000 Act ST/D 6,000 Act AT/CU 1,500 Act PM/R	10/1/2005 N 7/1/2005 8/24/2005 6/1/2005	NT CU	5.12%
Bain PhD	Philip	FR: Registrar <b>TO: (No Change)</b>	76,846	79,183		10/1/2005 N	NT CU	3.04%
Bell PhD	David	FR: Director, Curry Health Center <b>TO: (No Change)</b>	112,700	116,645		10/1/2005 N	NT A	3.50%
Berkhouse PhD	Terry	FR: Director, Center for Work-Based Learning <b>TO: (No Change)</b>	52,860	53,917		10/1/2005 N	NT CU	2.00%
Best MED	David	FR: Assistant Volleyball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	26,905	27,443		10/1/2005 N	NT CU	2.00%
Best BS	Nicole	FR: Head Volleyball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	52,231	53,276		10/1/2005 N	NT .90 CU .10 D	2.00%
Brunell BA	Ronald	FR: Director, Residence Life <b>TO: (No Change)</b>	70,600	73,286		10/1/2005 N	NT A	3.80%
Burgmeier BA	Kathleen	FR: Director, Internal Audit <b>TO: (No Change)</b>	63,000	68,800		10/1/2005 N	NT CU	9.21%
Burrington MBA	Kenneth	FR: Associate Director of Information Technology, School of Business Administration <b>TO: (No Change)</b>	58,000	58,000			NT CU	0.00%
Carlisle BA	Raymond	FR: Director, Educational Opportunity Program <b>TO: (No Change)</b>	62,928	65,132		10/1/2005 N	NT R	3.50%

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Last	First							
<b>Carr BA</b>	Luther	FR: Restricted Duties Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	28,500	29,640		10/1/2005 N	NT D	4.00%
<b>Cate-Schweyen BA</b>	Shannon	FR: Assistant Women's Basketball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	36,317	37,770		10/1/2005 N	NT CU	4.00%
<b>Clark</b>	Harry	FR: Assistant Track Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	25,000	25,750		10/1/2005 N	NT .19 CU .81 D	3.00%
<b>Clouse MBA</b>	Shawn	FR: Director of Information Technology, School of Business Administration, Assistant Professor, School of Business Administration (Adjunct) <b>TO:</b> <b>Director of Information Technology, Information Technology, Assistant Professor, School of Business Administration</b>	82,660	85,553	<b>2,888 Act SR/D</b>	<b>7/1/2005</b> 10/1/2005 N <b>7/1/2005</b>	FR: NT <b>TO: P CU</b>	3.50%
<b>Coar BS</b>	Mary	FR: Assistant Director, Physical Therapy <b>TO: (No Change)</b>	50,965	52,749		10/1/2005 N <b>3/9/2005</b>	NT .76 D FY	3.50%
<b>Collins</b>	Cathleen	FR: Assistant to the President <b>TO: (No Change)</b>	50,000	51,850		10/1/2005 N	NT CU	3.70%
<b>Corti MS</b>	Adrienne	FR: Activity Program Coordinator, Health and Human Performance <b>TO: (No Change)</b>	36,055	37,316		10/1/2005 N	NT .70 D AY	3.50%
<b>Corti MS</b>	Danny	FR: Executive Director of Environmental Health and Risk Management <b>TO: (No Change)</b>	68,664	71,067		10/1/2005 N	NT .88 CU .12 D	3.50%

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<b>Couture EdD</b>	Charles	FR: Dean of Students, Student Affairs <b>TO: (No Change)</b>	69,500	72,280		10/1/2005 N	NT CU	4.00%
<b>Darcy MBA</b>	James	FR: Director, Business Services <b>TO: (No Change)</b>	76,100	78,383	1,000 AD/CU	10/1/2005 N	NT CU	3.00%
<b>Daste BA</b>	Dominic	FR: Restricted Duties Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	28,000	29,120		10/1/2005 N	NT D	4.00%
<b>Degnan BS</b>	Lacey	FR: Director of Athletic Performance, Intercollegiate Athletics <b>TO: (No Change)</b>	38,230	39,377		10/1/2005 N	NT CU	3.00%
<b>Duce MS</b>	Patricia	FR: Assistant Women's Basketball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	30,544	31,766		10/1/2005 N	NT .50 CU .50 D	4.00%
<b>Fanslow JD</b>	Heidi	FR: Director, Admissions, School of Law <b>TO: (No Change)</b>	37,219	38,521		10/1/2005 N	NT CU	3.50%
<b>Fisher BS</b>	Jane	FR: Director, Montana Island Lodge <b>TO: (No Change)</b>	57,931	59,959		10/1/2005 N	NT A	3.50%
<b>Follis</b>	Kathryn	FR: IACUC Coordinator and Animal Research Specialist, Laboratory Animal Resources <b>TO: (No Change)</b>	48,000	48,000			NT CU	0.00%
<b>Fredenberg MPA</b>	Judy	FR: Executive Director for Federal Relations and Research <b>TO: (No Change)</b>	62,500	64,438		10/1/2005 N	NT CU	3.10%
<b>Gannon BA</b>	Robert	FR: Director, Human Resource Services <b>TO: (No Change)</b>	75,000	75,000			NT CU	0.00%

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Last	First							
<b>Gee BA</b>	Jean	FR: Associate Athletic Director, Intercollegiate Athletics <b>TO: (No Change)</b>	58,811	60,869		10/1/2005 N	NT CU	3.50%
<b>Glaes BA</b>	Keith	FR: Director, Campus Recreation <b>TO: (No Change)</b>	58,180	59,925		10/1/2005 N	NT A	3.00%
<b>Greer BS</b>	John	FR: Network Systems Administrator, Mansfield Library <b>TO: (No Change)</b>	55,662	57,610		10/1/2005 N	NT CU	3.50%
<b>Gregorak BA</b>	Tyler	FR: Assistant Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	27,500	28,600		10/1/2005 N	NT D	4.00%
<b>Guffey BA</b>	David	FR: Assistant Athletic Director for Media Relations, Intercollegiate Athletics <b>TO: (No Change)</b>	48,065	49,507		10/1/2005 N	NT CU	3.00%
<b>Hackney MS</b>	Stephen	FR: Equipment/Athletic Treatment Center Specialist, Intercollegiate Athletics <b>TO: (No Change)</b>	42,477	44,176		10/1/2005 N	NT CU	4.00%
<b>Hanson MS</b>	Myron	FR: Associate Executive Director, Enrollment Services <b>TO: (No Change)</b>	65,500	67,793		10/1/2005 N	NT CU	3.50%
<b>Harris</b>	Stanley	FR: Director of Computing and Information Services, Network Services, Information Technology <b>TO: (No Change)</b>	66,536	68,532		10/1/2005 N	NT D	3.00%
<b>Hauck MA</b>	Robert	FR: Head Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	105,000	109,200		10/1/2005 N	NT CU	4.00%



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<b>Hauck BA</b>	Thomas	FR: Assistant Football Coach, Defensive Line, Intercollegiate Athletics <b>TO: (No Change)</b>	15,000	15,600		10/1/2005 N	NT D	4.00%
<b>Hauck BA</b>	Timothy	FR: Assistant Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	20,000	20,800		10/1/2005 N	NT CU	4.00%
<b>Hendricks</b>	B. Kathryn	FR: Associate Director of Administrative, Fiscal and Personnel Services, Mansfield Library <b>TO: (No Change)</b>	45,000	46,575		10/1/2005 N	NT CU	3.50%
<b>Henry MA</b>	Stephen	FR: Director, Information Technology <b>TO: (No Change)</b>	85,125	89,381		10/1/2005 N	NT CU	5.00%
<b>Heuring MS</b>	Michael	FR: Director, Career Services <b>TO: (No Change)</b>	61,855	64,020		10/1/2005 N	NT CU	3.50%
<b>Hill BA</b>	Andy	FR: Assistant Men's Basketball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	20,000	20,800		10/1/2005 N	NT CU	4.00%
<b>Hoell MA</b>	Suzanne (Melanie)	FR: Director, University College <b>TO: (No Change)</b>	51,734	53,809		10/1/2005 N	NT CU	4.01%
<b>Hoffland MBA</b>	Sheila	FR: Director of Compliance, Budget and Special Programs, Office of Research and Development <b>TO: (No Change)</b>	42,500	46,001		10/1/2005 N	NT D	8.24%
<b>Holbrook</b>	Judith	FR: Director, Telecommunications Information Technology <b>TO: (No Change)</b>	66,701	68,702		10/1/2005 N	NT D	3.00%
<b>Holt MPA</b>	Candy	FR: Director, University Center <b>TO: (No Change)</b>	65,231	67,677		10/1/2005 N	NT A	3.75%

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Hudson	Michael	FR: Assistant Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	44,000	44,000			NT .92 CU .08 D	0.00%
Hunt MS	Justin	FR: Assistant Athletic Trainer, Intercollegiate Athletics <b>TO: (No Change)</b>	25,500	26,393	3,492 Act AT/CU	10/1/2005 N 8/24/2005	NT D	3.50%
Huse MS	Bradley T.	FR: Assistant Men's Basketball Coach <b>TO: (No Change)</b>	45,000	46,800		10/1/2005 N	NT CU	4.00%
Irish BS	Adrian	FR: Web Services Manager, Information Technology Office <b>TO: (No Change)</b>	53,000	55,120		10/1/2005 N	NT CU	4.00%
Jesse MS	Hugh	FR: Director, Facilities Services <b>TO: (No Change)</b>	81,305	85,370		10/1/2005 N	NT CU	5.00%
Johnston MPA	William	FR: Director, Alumni Association, Executive Assistant for State Legislative Affairs <b>TO: (No Change)</b>	73,000	75,525	10,000 BB/CU	10/1/2005 N	NT CU	3.46%
Judge MS	Karla	FR: Assistant Athletic Trainer, Intercollegiate Athletics <b>TO: (No Change)</b>	25,500	26,393		10/1/2005 N	NT .90 CU .10 D	3.50%
Kaligis BA	Pete	FR: Assistant Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	46,575	46,575			NT .03 CU .97 D	0.00%
Kempfert BA	Albert	FR: Assistant to the Athletic Director, Intercollegiate Athletics <b>TO: (No Change)</b>	60,340	62,754		10/1/2005 N	NT D	4.00%

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<b>Koehn MA</b>	Eftychia	FR: Director, Foreign Student and Scholar Services <b>TO: (No Change)</b>	49,180	51,147	<b>5,705 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	4.00%
<b>Koostra</b>	Barbara	FR: Director, Montana Museum of Art and Culture <b>TO: (No Change)</b>	55,000	56,875		10/1/2005 N	NT CU	3.41%
<b>Kowalski BS</b>	Ron	FR: Assistant Football Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	15,000	15,600		10/1/2005 N	NT D	4.00%
<b>Krebsbach BA</b>	Kevin	FR: Associate Director, Facilities Services <b>TO: (No Change)</b>	63,551	65,458		10/1/2005 N	NT CU	3.00%
<b>Krystkowiak BS</b>	Larry	FR: Head Men's Basketball Coach <b>TO: (No Change)</b>	95,000	98,800		10/1/2005 N	NT CU	4.00%
<b>Laws JD</b>	Eleanor	FR: Director, Equal Opportunity/Affirmative Action <b>TO: (No Change)</b>	65,000	65,000			NT CU	0.00%
<b>Liston BA</b>	Jed	FR: Assistant Vice President for Enrollment <b>TO: (No Change)</b>	90,000	93,150		10/1/2005 N	NT CU	3.50%
<b>LoParco BS</b>	Mark	FR: Director, Dining Services, Director, UM Food Service Consortium <b>TO: (No Change)</b>	70,500	72,791		10/1/2005 N	NT A	3.25%
<b>Maes BA</b>	Charles	FR: Associate Athletic Director for Internal Operations, Intercollegiate Athletics <b>TO: (No Change)</b>	58,811	60,869		10/1/2005 N	NT CU	3.50%
<b>Mahlum BS</b>	Brenda	FR: Director, Physical Training Clinic <b>TO: (No Change)</b>	50,123	51,877		10/1/2005 N	NT .50 D	3.50%

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<b>Marcus BA</b>	William	FR: Director, Broadcast Media Center <b>TO: (No Change)</b>	71,400	73,785		10/1/2005 N	NT CU	3.34%
<b>Marks BA</b>	James	FR: Director, Disability Services for Students <b>TO: (No Change)</b>	52,000	53,820		10/1/2005 N	NT CU	3.50%
<b>Maus BS</b>	Francis	FR: Forest Manager, College of Forestry and Conservation <b>TO: (No Change)</b>	44,902	46,573		10/1/2005 N	NT .83 A .17 CU	3.72%
<b>McCormick</b>	John	FR: Assistant Director, Business Services <b>TO: (No Change)</b>	57,700	59,777	<b>1,000 AD/CU</b>	10/1/2005 N	NT CU	3.60%
<b>Miller MA</b>	Michael	FR: Director of Information Technology, College of Arts and Sciences <b>TO: (No Change)</b>	47,300	48,956		10/1/2005 N	NT CU	3.50%
<b>Morrison MS</b>	Angela	FR: Assistant Soccer Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	29,000	30,160		10/1/2005 N	NT .82 CU .18 D	4.00%
<b>Morrison MA</b>	Mary	FR: WROCC Project Director, Rural Institute on Disabilities <b>TO: (No Change)</b>	52,500	54,338	<b>3,500 Act AT/CU</b>	10/1/2005 N <b>8/23/2005</b>	NT R	3.50%
<b>Morse BS</b>	Tina	FR: Assistant Soccer Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	15,000	15,600		10/1/2005 N	NT D	4.00%
<b>Mulkey AIA</b>	Alan	FR: Field Project Manager, Facilities Services <b>TO: (No Change)</b>	49,903	51,400		10/1/2005 N	NT D	3.00%
<b>Munzenrider BA</b>	Rita	FR: Director, University Relations <b>TO: (No Change)</b>	63,000	65,175		10/1/2005 N	NT .92 CU .08 D	3.45%
<b>Muse MBA</b>	A. William	FR: Executive Director, Office of Planning, Budgeting and Analysis <b>TO: (No Change)</b>	90,763	93,486		10/1/2005 N	NT CU	3.00%

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<b>Muse BS</b>	Mary	FR: Executive Director, Adams Center <b>TO: (No Change)</b>	70,500	73,743		10/1/2005 N	NT A	4.60%
<b>Murphy</b>	Dennis	FR: Athletic Trainer, Intercollegiate Athletics, Assistant Professor, Health and Human Performance (Adjunct) <b>TO: (No Change)</b>	45,226	46,583		10/1/2005 N	NT CU	3.00%
<b>Neudeck BS</b>	Honore	FR: Pharmacy Manager, Curry Health Center <b>TO: (No Change)</b>	71,220	73,712		10/1/2005 N	NT A	3.50%
<b>Newton BS</b>	Bryan	FR: Director, Grizzly Athletic Association, Intercollegiate Athletics <b>TO: (No Change)</b>	49,000	49,980		10/1/2005 N	NT R	2.00%
<b>Nord BS</b>	Kris	FR: Head Men's and Women's Tennis Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	42,653	43,933		10/1/2005 N	NT CU	3.00%
<b>O'Day</b>	James	FR: Director, Intercollegiate Athletics <b>TO: (No Change)</b>	110,000	110,000			NT CU	0.00%
<b>Pace BA</b>	Gordon	FR: Director of Applications and Media Development, Information Technology Office <b>TO: (No Change)</b>	53,500	55,105		10/1/2005 N	NT CU	3.00%
<b>Paulson BA</b>	Kraig	FR: Assistant Head Football Coach, Defensive Coordinator, Intercollegiate Athletics <b>TO: (No Change)</b>	50,425	52,442		10/1/2005 N	NT CU	4.00%
<b>Phenicie MA</b>	Robert	FR: Assistant Football Coach, Offensive Coordinator, Intercollegiate Athletics <b>TO: (No Change)</b>	51,000	53,040		10/1/2005 N	NT .90 CU .10 D	4.00%

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<b>Phillips BS, CPA</b>	Terri	FR: Associate Director for Payroll, Human Resource Services <b>TO: (No Change)</b>	61,500	63,345		10/1/2005 N	NT CU	3.00%
<b>Pierce</b>	Janice	FR: Assistant Director of Business Affairs and Box Office, Adams Center <b>TO: (No Change)</b>	43,500	45,023		10/1/2005 N	NT A	3.50%
<b>Poore JD</b>	Shelley	FR: Director of External Affairs, School of Law <b>TO: (No Change)</b>	80,824	83,653		10/1/2005 N	NT .50 CU .25 R	3.50%
<b>Price BFA</b>	Ken	FR: Director, Printing and Graphics <b>TO: (No Change)</b>	50,000	51,650		10/1/2005 N	NT A	3.30%
<b>Pruyn</b>	Janice	FR: Assistant CIO of Enterprise Information Systems <b>TO: (No Change)</b>	71,348	73,132		10/1/2005 N	NT CU	2.50%
<b>Raunig PhD</b>	Thomas	FR: Head Track and Field Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	43,941	45,259		10/1/2005 N	NT CU	3.00%
<b>Redmond PhD</b>	Roland	FR: Director, Office of Space Privatization, Research and Sponsored Program, Associate Professor (Research) <b>TO: (No Change)</b>	80,000	82,560		10/1/2005 N	NT R FY	3.20%
<b>Rocheleau BA</b>	Annette	FR: Assistant Women's Basketball Coach, Assistant Golf Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	42,881	44,596		10/1/2005 N	NT .84 CU .16 D	4.00%
<b>Rudbach PhD</b>	Jon	FR: Associate Vice President for Research and Economic Development <b>TO: (No Change)</b>	86,575	90,038		10/1/2005 N	NT .50 D .50 R	4.00%

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Schalk BA	Peggy	FR: Associate Director for Fiscal Operations, Facilities Services <b>TO: (No Change)</b>	59,988	62,088		10/1/2005 N	NT CU	3.50%
Schwartz MPA	Julie	FR: Associate Director, Alumni Association <b>TO: (No Change)</b>	41,400	42,935		10/1/2005 N	NT CU	3.71%
Schweyen BA	Brian	FR: Assistant Track Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	35,000	35,000			NT CU	0.00%
Sedgwick	Neil	FR: Head Women's Soccer Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	50,000	52,000		10/1/2005 N	NT .90 CU .10 D	4.00%
Selvig BS	Robin	FR: Head Women's Basketball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	95,000	98,800		10/1/2005 N	NT .94 CU .06 D	4.00%
Shimer RN	Laela	FR: Assistant Director, Curry Health Center <b>TO: (No Change)</b>	62,500	64,688		10/1/2005 N	NT A	3.50%
Stannard MBA	Jon	FR: Director, Upward Bound <b>TO: (No Change)</b>	61,193	63,335		10/1/2005 N	NT R	3.50%
Steele BA	Joanne	FR: Head Women's Golf Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	33,153	34,479		10/1/2005 N	NT .90 D	4.00%
Stevenson PhD, DVM	MaryAnn	FR: Director, Lab Animal Resources <b>TO: (No Change)</b>	81,000	84,246		10/1/2005 N	NT CU	4.01%
Sundberg MBA	Gregory	FR: Assistant Director, Grizzly Athletic Association, Intercollegiate Athletics <b>TO: (No Change)</b>	35,000	36,225		10/1/2005 N	NT CU	3.50%

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Swanson PhD	Larry	FR: Associate Director, O'Connor Center for the Rocky Mountain West <b>TO: (No Change)</b>	85,412	<b>92,641</b>		<b>7/1/2005</b> R/M	NT FR: 1.0 CU <b>TO: .53 CU</b> .47 R	8.46%
Talbott BFA	Linda	FR: Associate Director, Broadcast Media Center <b>TO: (No Change)</b>	48,500	48,500			NT R	0.00%
Thormahlen PharmD	Genine	FR: Drug Information Specialist, Pharmacy Practice <b>TO: (No Change)</b>	60,320	62,431		10/1/2005 N	NT CU	3.50%
Thorne BS	Charles	FR: Assistant to the Vice President for Student Affairs <b>TO: (No Change)</b>	62,750	64,946		10/1/2005 N	NT A	3.50%
Tinkle	Wayne	FR: Assistant Men's Basketball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	45,000	46,800		10/1/2005 N	NT CU	4.00%
Travis BS	Thomas	FR: Director, Computing and Networking Services, Information Technology <b>TO: (No Change)</b>	69,057	71,129		10/1/2005 N	NT CU	3.00%
Vanderheiden	Alicia	FR: Conference Manager, College of Forestry and Conservation <b>TO: (No Change)</b>	30,000	30,600		10/1/2005 N	NT .60 A	2.00%
Verlanic BS	J. Kevin	FR: Business Manager, Campus Recreation <b>TO: (No Change)</b>	41,500	42,745		10/1/2005 N	NT A	3.00%
Wachtel MA	Robert	FR: Director, Presentation Technology Services <b>TO: (No Change)</b>	53,514	55,119		10/1/2005 N	NT CU	3.00%
Wallwork MBA	Susan Selig	FR: Manager of Institutional Research and Assessment, Office of Planning, Budgeting and Analysis <b>TO: (No Change)</b>	50,002	51,752		10/1/2005 N	NT CU	3.50%



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Last	First							
Weasel Head	Patrick	FR: Director, American Indian Student <b>TO: (No Change)</b>	60,000	61,800		10/1/2005 N	NT CU	3.00%
Weida MS	John	FR: Associate Certified Athletic Trainer, intercollegiate Athletics <b>TO: (No Change)</b>	34,181	35,377		10/1/2005 N	NT .15 CU .85 D	3.50%
Weis	David	FR: Bandy Ranch Manager, College of Forestry and Conservation <b>TO: (No Change)</b>	35,500	36,777		10/1/2005 N	NT R	3.60%
Well-Off-Man PhD	Manuela	FR: Curator, Montana Museum of Art and Culture <b>TO: (No Change)</b>	35,860	35,860			NT .75 CU	0.00%
Welt PhD	Kenneth	FR: Associate Director, Curry Health Center <b>TO: (No Change)</b>	62,300	64,481		10/1/2005 N	NT A	3.50%
Weston BS	Allison	FR: Assistant Volleyball Coach, Intercollegiate Athletics <b>TO: (No Change)</b>	20,696	21,110		10/1/2005 N	NT D	2.00%
White	Janet	FR: Assistant Director of Operations, Adams Center <b>TO: (No Change)</b>	35,500	36,743		10/1/2005 N	NT A	3.50%
Willett BA	Kenneth	FR: Director, Office of Public Safety <b>TO: (No Change)</b>	60,000	61,800		10/1/2005 N	NT .50 A .50 CU	3.00%
Wingard BS	C. Edward	FR: Fiscal Officer, Intercollegiate Athletics <b>TO: (No Change)</b>	52,500	54,338	1,000 AD/CU	10/1/2005 N	NT CU	3.50%
Young MS	Jill	FR: Associate Director for Faculty/Staff Wellness, Curry Health Center <b>TO: (No Change)</b>	45,490	46,855	3,500 AD/D	10/1/2005 N	NT D	3.00%
<b>(E ) FACULTY; Professors</b>								

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Last	First							
Bach PhD	Betsy	FR: Interim Dean, Davidson Honors College, Professor, Communication Studies <b>TO: Professor, Communication Studies</b>	90,500	74,180		<b>8/24/2005</b>	T CU FR: FY TO: AY	-18.03%
Bach PhD	Betsy	FR: Professor, Communication Studies <b>TO: No Change</b>	74,180	76,776		10/1/2005 N		3.50%
<b>Instructors</b>								
Corr MED	Cathleen	FR: Applied Arts and Sciences, Level IV, College of Technology <b>TO: (No Change)</b>	44,094	44,094	<b>928 Act O/R (Facilitator)</b>	<b>4/15/2005</b>	T CU	0.00%
Crepeau MA	Josef	FR: Applied Arts and Sciences, Level IV <b>TO: (No Change)</b>	41,854	41,854	<b>7,386 Act ST/CU</b>	<b>5/23/2005</b>	T CU	0.00%
Delaney MBA	Anne	FR: Applied Arts and Sciences, Level II <b>TO: (No Change)</b>	42,500	42,500	6,000 AD/CU		NT CU FY	0.00%
Elam BA	Jacqueline	FR: Business Technology, Level I (Adjunct) <b>TO: (No Change)</b>	32,658	32,658	<b>5,638 Act SR/R</b>	<b>5/16/2005</b>	NT CU	0.00%
Fillmore BA	Debbie	FR: Health Professions, Level III <b>TO: (No Change)</b>	43,382	43,382	<b>3,000 Act O/CU (Online Crs Dev) 9,000 Act ST/D</b>	<b>2/1/2005 6/1/2005</b>	T CU	0.00%
Gallagher MS	Tom	FR: Computer Technology, Level III <b>TO: (No Change)</b>	39,910	39,910	<b>2,113 Act ST/CU</b>	<b>5/23/2005</b>	P CU	0.00%
Gleason MS	William	FR: Industrial Technology, Level III <b>TO: (No Change)</b>	41,454	41,454	<b>1,250 Act AR/R</b>	<b>3/1/2005</b>	T CU	0.00%

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Last	First							
Headlee MA	James	FR: Industrial Technology, Level IV <b>TO: (No Change)</b>	49,272	49,272	725 Act O/D (Instruct for MDOT)	4/23/2005	T CU	0.00%
Henderson PhD	Colin	FR: Applied Arts and Sciences, Level III <b>TO: (No Change)</b>	38,500	38,500	6,308 Act SR/R	8/1/2005	P CU	0.00%
Henderson PhD	Colin	FR: Applied Arts and Sciences, Level III <b>TO: (No Change)</b>	70,500	70,500				0.00%
Hill BS	Karen	FR: Chair, Applied Arts and Sciences, Level IV <b>TO: (No Change)</b>	48,560	48,560	3,500 DC 2,000 Act O/R (Health Crs to HS)	9/1/2004	T CU	0.00%
Hinricher MA	Carol	FR: Business Technology, Level IV <b>TO: (No Change)</b>	50,462	50,462	750 Act SR/D	5/14/2005	T CU	0.00%
Jakes MA	Penny	FR: Business Technology, Level IV <b>TO: (No Change)</b>	49,711	49,711	731 Act O/D (CISCO Sup & Train)	4/1/2005	T CU	0.00%
Medvetz MFA	Mark	FR: Applied Arts and Sciences, Level II, College of Technology <b>TO: (No Change)</b>	42,000	42,000	6,000 Act ST/D	5/23/2005	P CU	0.00%
Moore MA	Eddie	FR: Applied Arts and Sciences, Level IV <b>TO: (No Change)</b>	49,669	49,669	2,250 Act ST/D	5/23/2005	T CU	0.00%
Olson MEd	Susan	FR: Business Technology, Level IV <b>TO: (No Change)</b>	45,213	45,213	2,050 Act ST/D	5/23/2005	T CU	0.00%
Reiser BA	Kimberly	FR: Applied Arts and Sciences, Level II <b>TO: (No Change)</b>	33,223	33,223	6,208 Act ST/CU	5/23/2005	NT .60 CU	0.00%
Rice MA	Steven	FR: Chair, Electronics Technology, Level IV <b>TO: (No Change)</b>	49,664	49,664	1,600 DC 4,444 Act SR/R	8/1/2005	T CU	0.00%

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Last	First							
Robinson ME	Niki	FR: Business Technology, Level IV <b>TO: (No Change)</b>	43,035	43,035	1,650 Act ST/D	5/23/2005	T CU	0.00%
Sare BSN	Michele	FR: Health Professions, Level II <b>TO: (No Change)</b>	32,583	32,583	5,638 Act SR/R	5/16/2005	P CU	0.00%
Scott BA	Carl	FR: Industrial Technology, Level III <b>TO: (No Change)</b>	45,701	45,701	101 Act AT/D	4/27/2005	T CU	0.00%
Shook MA	Robert	FR: Industrial Technology, Level IV <b>TO: (No Change)</b>	52,100	52,100	1,380 Act AT/CU	2/2/2005	T CU	0.00%
Strelnik BS	Linda	FR: Surgical Technology, Level II <b>TO: (No Change)</b>	32,723	32,723	5,000 Act O/CU (Online Crs Dev)	2/1/2005	P CU	0.00%
Swallow MA	Lisa	FR: Business Technology, Level IV <b>TO: (No Change)</b>	47,212	47,212	1,250 Act ST/D 2,000 Act SR/R	5/23/2005 5/16/2005	T CU	0.00%
Tabish BA	Rhonda	FR: Business Technology, Level II <b>TO: (No Change)</b>	39,619	39,619	1,400 Act AT/D 1,398 Act ST/CU	3/28/2005 5/23/2005	T CU	0.00%
Wafstet MA	Margaret	FR: Health Professions, Level IV <b>TO: (No Change)</b>	48,554	48,554	428 Act SR/CU	5/24/2005	T CU	0.00%
Wafstet MA	Robert	FR: Health Professions, Level IV <b>TO: (No Change)</b>	51,933	51,933	7,637 Act ST/CU	5/23/2005	T CU	0.00%
Warden AAS	Donald	FR: Respiratory Care, Level I, College of Technology <b>TO: (No Change)</b>	30,000	30,000	8,471 Act ST/CU	5/23/2005	P CU	0.00%
Wrobel PhD	Lisa	FR: Applied Arts and Sciences, Level II <b>TO: (No Change)</b>	42,500	42,500	9,000 Act ST/CU 5,638 Act SR/R	5/23/2005 5/16/2005	P CU	0.00%

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Last	First							
<b>TOTALS AND AVERAGE INCREASE</b>			13,646,980	14,077,965				3.16%
<b>(2) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Foley</b>	James	Executive Assistant to the President, University Executive Vice President	73,600	110,000		8/18/2005 Vice (Frazier)	NT CU	49.46%
<b>Koester</b>	Otto	Interim Grant Writing, Academic Affairs		52,000		7/1/2005 New	NT .50 CU	0.00%
<b>Knapp</b>	Loey	Director, Client Services, Information Technology	66,201	71,348		8/1/2005 Vice (Barrows)	NT CU	7.77%
<b>Owa</b>	Michiko Sabrina	Assistant to the Provost, Academic Affairs	45,500	45,000		8/23/2005 Vice (Zachariasen)	NT CU	-1.10%
<b>Pengelly Drake</b>	Laure	Director of Advising and External Scholarships, Davidson Honors College		30,545		8/23/2005 New	NT .92 CU	0.00%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Scott II</b>	N. Dane	Director, Center for Ethics, Associate Professor, Environmental Studies	62,900	75,000		8/1/2005 Vice (Hanson)	P CU	19.24%
<b>Sheski EdD</b>	Harry	Associate Dean, College of Technology	64,615	65,000		6/6/2005 Vice (Wenderoth)	P CU	0.60%
<b>(C) FACULTY; Professors</b>								
<b>Papanek-Miller MFA</b>	Mary Ann	Chair, Professor, Art		65,000	3,200 DC/CU 7,000 Act SR/CU 1,197 Act O/CU (Sp Proj)	8/24/2005 New 8/1/2005 8/1/2005	P CU	0.00%
<b>Associate Professors</b>								
<b>Cook PhD</b>	Nancy	Associate Professor, English		58,000		8/24/2005 New	P CU	0.00%

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Last	First							
Douglas PhD	Scott C.	Associate Professor, Management and Marketing	86,509	89,000	1,370 Act SR/R 13,710 Act O/D (Dir Entrtnmnt & Media Crs)	8/24/2005 Vice (Dailey) 8/1/2005 6/1/2006	P CU	2.88%
Halfpap	Bradford	Associate Professor, Physics and Astronomy (Adjunct)		40,000		8/24/2005 New	NT CU	0.00%
<b>Assistant Professors</b>								
Allen MFA	Bradley	Assistant Professor, Art		39,000	2,050 Act SR/CU	8/24/2005 New 7/18/2005	P CU	0.00%
Briknarova PhD	Klara	Assistant Professor, Chemistry		48,000		8/24/2005 New	P CU	0.00%
Campbell PhD	Duncan	Assistant Professor, Psychology	49,076	46,500	2,000 Act SR/D	8/24/2005 Vice (Klocek) 7/5/2005	P CU	-5.25%
Chu PhD	Xi	Assistant Professor, Chemistry	88,008	48,000	4,000 Act SR/D	8/24/2005 Vice (Field) 8/1/2005	P CU	-45.46%
Clarke PhD	Bridget	Assistant Professor, Philosophy	67,148	54,000		8/24/2005 Vice (Huff)	P CU	-19.58%
Coulter PhD	Elizabeth	Assistant Professor, College of Forestry and Conservation	57,959	51,000	2,684 Act SR/R	8/24/2005 Vice (McQuillan) 7/18/2005	P CU	-12.01%
Exley III PhD	Charles	Assistant Professor, Modern and Classical Languages and Literatures	45,058	46,500	3,000 Act SR/R	8/24/2005 Vice (Cabell) 7/1/2005	P CU	3.20%
Griffing JD	Elizabeth	Assistant Professor, School of Law (Visiting)		62,000		8/24/2005 New	NT CU	0.00%
James MA	Kimberly	Assistant Professor, Music	61,797	42,000		8/24/2005 Vice (England)	P CU	-32.04%
Kamp PhD	Ulrich	Assistant Professor, Geography	40,751	49,000		8/24/2005 Vice (Edlund)	P CU	20.24%

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Last	First							
<b>Machek PhD</b>	Gregory	Assistant Professor, Psychology		47,000	<b>2,000 Act SR/D</b>	8/24/2005 New <b>7/5/2005</b>	P CU	0.00%
<b>McGraw PhD</b>	Maureen	Assistant Professor, Physics and Astronomy (Research)		47,707		8/24/2005 New	NT R	0.00%
<b>Mudd JD</b>	Michelle Bryan	Assistant Professor, School of Law (Adjunct)		44,000		8/1/2005 New	NT CU	0.00%
<b>Mummey</b>	Daniel	Assistant Professor, Division of Biological Sciences (Research)		50,000		6/1/2005 New	NT R	0.00%
<b>Robbins PhD</b>	Jakayla	Assistant Professor, Mathematical Sciences		48,000	<b>2,526 Act SR/D</b>	8/24/2005 New <b>8/1/2005</b>	P CU	0.00%
<b>Ryan PhD</b>	Kathleen	Assistant Professor, English		52,000		8/24/2005 New	P CU	0.00%
<b>Smith MFA</b>	Andrew	Assistant Professor, Drama/Dance	66,329	45,000		8/24/2005 Vice (Milodragovich)	P CU	-32.16%
<b>Tuleja MFA</b>	Noah	Assistant Professor, Drama/Dance	41,138	40,000		8/24/2005 Vice (Watson)	P CU	-2.77%
<b>Venn PhD</b>	Tyron	Assistant Professor, College of Forestry and Conservation	48,017	52,000	<b>5,747 Act SR/CU</b>	8/24/2005 Vice (Hesseln)	P CU	8.29%
<b>Weinlich PhD</b>	Barbara	Assistant Professor, Modern and Classical Languages and Literatures (Visiting)		40,000	<b>6,000 Act SR/D</b>	8/24/2005 New	NT CU	0.00%
<b>Wetzel</b>	Scott	Assistant Professor, Division of Biological Sciences		46,000		8/24/2005 New	P CU	0.00%
<b>Instructors</b>								
<b>Alix-Garcia ABD</b>	Jennifer	Instructor, Economics	67,108	56,000	<b>3,500 Act SR/D</b>	8/24/2005 Vice (Photiades) <b>7/14/2005</b>	NT CU	-16.55%
<b>Alvarez BA</b>	Laura	Instructor, Drama/Dance		35,000		8/24/2005 New	NT CU	0.00%

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Last	First							
<b>Funkhouser PhD</b>	Charles	Applied Arts and Sciences, Level II, Collete of Technology	33,223	40,000		8/22/2005 Vice (Wangle)	P CU	20.40%
<b>Halfpap BA</b>	Jennifer	Instructor, Mathematical Sciences		48,000	<b>2,526 Act SR/D</b>	8/24/2005 New <b>8/1/2005</b>	P CU	0.00%
<b>Macgregor PhD</b>	Lyn	Instructor, Sociology	71,677	46,500		8/24/2005 Vice (Miller)	P CU	-35.13%
<b>Robbins PharmD</b>	Kristen	Instructor, Pharmacy Practice (Adjunct)		59,000	<b>2,174 Act SR/CU</b>	8/24/2005 New <b>8/15/2005</b>	NT CU	0.00%
<b>Lecturers</b>								
<b>King-Ries</b>	Kristin	Lecturer, Marketing and Management (Adjunct)		32,000		8/24/2004 New	NT .50 CU	0.00%
<b>Pack MA</b>	Robert	Distinguished Senior Lecturer, English		65,000		8/25/2004 New	NT CU	0.00%
<b>Taylor JD</b>	James	Lecturer, School of Law (Visiting)		55,000		8/24/2005 New	NT CU	0.00%
<b>(3) END OF EMPLOYMENT</b>								
<b>ACADEMIC AND NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>D'Andraia PhD</b>	Frank	Dean, Mansfield Library				7/8/2005	T	
<b>Hanson PhD</b>	Mark	Interim Director, Center for Ethics, Assistant Professor (Adjunct)				7/31/2005	NT	
<b>Zachariasen- Scheirer</b>	Karla	Assistant to the Provost, Academic Affairs				6/30/2005	NT	
<b>FACULTY; Professors</b>								
<b>Beed EdD</b>	Douglas	Director, EOS Education Project, Curriculum and Instruction (Research)				8/31/2005	NT	
<b>Beltramo PhD</b>	Anthony	Modern and Classical Languages and Literatures				7/1/2005	T	



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Last	First							
Connell MA	Stephen	Art				6/25/2005	T	
Hausmann PhD	Robert	English/International Programs				6/30/2005	T	
Curry PhD	Lewis	Health and Human Performancw				8/10/2005	T	#DIV/0!
<b>Assistant Professors</b>								
Aitel PhD	Fazia	Modern and Classical Languages and Literatures				7/31/2005	P	
Edlund PhD	Eric	Geography				5/14/2005	P	
Eggleston MLS	Holly	Library Sciences				6/6/2005	P	
Gilcrest PhD	David	English (Adjunct)				5/13/2005	NT	
Hitchcock MFA	Keith	Drama/Dance (Adjunct)				5/14/2005	NT	
Magidin PhD	Arturo	Mathematical Sciences (Visiting)				5/13/2005	NT	
Sejpal PhD	Mihir	Physics and Astronomy (Adjunct)				7/29/2005	NT	
<b>Instructors</b>								
Fuller MA	Brandon	Economics (Adjunct)				5/13/2005	NT	
<b>Lecturers</b>								
Teutle MA	Brisa	Modern and Classical Languages and Literatures (Adjunct)				5/14/2005	NT	
<b>(4) LEAVE OF ABSENCE</b>								
<b>FACULTY</b>								
Belz	John	Assistant Professor, Physics and Astronomy				8/24/2005- 5/13/2006	P	

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Last	First							
Richards	Rebecca	Professor, Sociology				8/24/05-12/16/05	T	
<b>(5) SABBATICALS</b>								
<b>FACULTY</b>								
Baker PhD	Robert	Associate Professor, English				8/24/05-5/13/06	T	
Clow PhD	Richmond	Professor, Native American Studies				8/24/05-5/13/06	T	
Douglas PhD	John	Professor, Anthropology				Spring 2006	T	
Drake PhD	Richard	Professor, History				Fall 2005	T	
Earling MFA	Debra	Associate Professor, English				8/24/05-5/13/06	T	
Flores PhD	Dan	Professor, History				Spring 2006	T	
Herron ABD	Terri	Associate Professor, Accounting and Finance				Spring 2006	T	
Hirstein EdD	James	Professor, Mathematical Sciences				Spring 2006	T	
Hutto PhD	Richard	Professor, Division of Biological Sciences				8/24/05-5/13/06	T	
Jacobson PhD	Maxine	Associate Professor, Social Work				8/24/05-5/13/06	T	
Kaufmann MA	Karen	Associate Professor, Drama/Dance				8/24/05-5/13/06	T	
Lauren PhD	Paul	Professor, History				Fall 2005	T	
McDonald MM	Roger	Professor, Music				Spring 2006	T	
McNamer MFA	Deirdre	Professor, English				8/24/05-5/13/06	T	
Moore PhD	David	Associate Professor, English				8/24/05-5/13/06	T	

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Last	First							
<b>Pape MFA</b>	Gregory	Professor, English				8/24/05-5/13/06	T	
<b>Poss PhD</b>	Mary	Associate Professor, Division of Biological Sciences				8/24/05-5/13/06	T	
<b>Power PhD</b>	Thomas	Professor, Economics				Fall 2005	T	
<b>Prednewa PhD</b>	Ludmila	Professor, Modern and Classical Languages and Literatures				Spring 2006	T	
<b>Sommers- Flanagan PhD</b>	Rita	Professor, Educational Leadership and Counseling				8/24/05-5/13/06	T	
<b>Sondag PhD</b>	K. Ann	Professor, Health and Human Performance				Spring 2006	T	
<b>St. George PhD</b>	Gregory	Associate Professor, Mathematical Sciences				8/24/05-5/13/06	T	
<b>Thompson PhD</b>	Charles	Professor, School of Pharmacy and Allied Health Sciences				8/24/05-5/13/06	T	
<b>Tilton Med</b>	Barbara	Professor, Art				8/24/05-5/13/06	T	
<b>Wasta PhD</b>	Stephanie	Associate Professor, Curriculum and Instruction				Fall 2005	T	
<b>(6) 2004-2005 SCHOOL OF LAW FACULTY:</b>								
<b>Professors:</b>								
<b>Burke JD</b>	Bari	FR: School of Law <b>TO: (No Change)</b>	97,932	101,360	5,000 BB/R	10/1/2005 N	T CU	3.50%
<b>Burke LLM</b>	J. Martin	FR: Regents' Professor <b>TO: (No Change)</b>	123,972	129,346		10/1/2005 M/N	T CU	4.33%
<b>Burnham LLM</b>	Scott	FR: School of Law <b>TO: (No Change)</b>	105,320	109,006	<b>6,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
<b>Corbett LLM</b>	William	FR: School of Law <b>TO: (No Change)</b>	106,769	110,506	<b>5,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>Cross JD, MPA</b>	Raymond	FR: School of Law <b>TO: (No Change)</b>	90,667	94,875		10/1/2005 M/N	T CU	4.64%
<b>Ford JD</b>	Cynthia	FR: School of Law <b>TO: (No Change)</b>	89,977	93,126	<b>3,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
<b>Gagliardi LLM</b>	Elaine	FR: School of Law <b>TO: (No Change)</b>	74,320	83,131	4,000 BB/CU	10/1/2005 P/M/N	P CU	11.86%
<b>Horwich JD</b>	John	FR: School of Law <b>TO: (No Change)</b>	97,930	101,358	<b>10,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
<b>Munro JD</b>	Gregory	FR: School of Law <b>TO: (No Change)</b>	93,389	96,658	<b>535 Act SR/R</b>	10/1/2005 N <b>7/1/2005</b>	T CU	3.50%
<b>Natelson JD</b>	Robert	FR: School of Law <b>TO: (No Change)</b>	93,838	98,157		10/1/2005 M/N	T CU	4.60%
<b>Patterson LLM</b>	David	FR: School of Law <b>TO: (No Change)</b>	114,375	118,378		10/1/2005 N	T CU	3.50%
<b>Assistant Professors:</b>								
<b>Cousineau MLS</b>	Philip	FR: Associate Director, Law Library, School of Law <b>TO: (No Change)</b>	45,251	46,835	<b>2,000 Act SR/CU</b>	10/1/2005 N <b>7/1/2005</b>	NT CU FY	3.50%
<b>Gordon JD</b>	Stacey	FR: Associate Director, Law Library <b>TO: (No Change)</b>	47,557	49,221	<b>1,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	NT CU FY	3.50%
<b>Howell JD</b>	David	FR: Director Legal Analysis and Appellate Advocacy <b>TO: (No Change)</b>	70,000	72,450	<b>10,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	P CU	3.50%
<b>Renz JD</b>	Jeffrey	FR: Director, Montana Defender Project (Adjunct) <b>TO: (No Change)</b>	65,686	67,985		10/1/2005 N	NT .30 CU .70 R FY	3.50%
<b>Smith JD</b>	Maylinn	FR: Director, Indian Law Clinic <b>TO: (No Change)</b>	70,000	72,450	<b>3,000 Act SR/CU</b>	10/1/2005 N <b>7/1/2005</b>	P CU	3.50%

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Last	First							
<b>Tonon JD</b>	Margaret	FR: Director, Student Affairs <b>TO: (No Change)</b>	79,318	82,094	3,600 AD/CU <b>4,000 Act ST/CU 3,000 Act SR/CU</b>	8/24/2005 SA 10/1/2005 N <b>5/23/2005 8/1/2005</b>	NT CU	3.50%
<b>Lecturers:</b>								
<b>King-Ries JD</b>	Andrew	FR: School of Law <b>TO: (No Change)</b>	67,500	69,863	<b>6,000 Act SR/CU</b>	10/1/2005 N <b>6/1/2005</b>	NT CU	3.50%
FOR INFORMATIONAL PURPOSES ONLY 2004-2005 FACULTY ROSTER: (Faculty salaries, rank and tenure reflect 2003-2004 status with approved applicable market adjustment increases, merit, promotion, inversions, and tenure changes in accordance with the University Faculty Association Collective Bargaining Agreement. Academic year appointments unless otherwise specified. All increase are calculated at 0% unless otherwise stated)								
<b>Professors:</b>								
<b>Acker PhD</b>	Robert	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	60,235	62,343	<b>2,300 Act SR/D</b>	10/1/2005 N <b>8/7/2005</b>	T CU	3.50%
<b>Adeleke PhD</b>	Tunde	FR: Director, African American Studies, History <b>TO: (No Change)</b>	86,604	89,635	<b>14,434 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Allendorf PhD</b>	Fred	FR: Division of Biological Sciences (Regents' Professor) <b>TO: (No Change)</b>	95,239	100,572	<b>5,200 Act SR/D</b>	10/1/2005 M/N <b>7/22/2005</b>	T CU	5.60%
<b>Ametsbichler PhD</b>	Elizabeth	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	59,213	61,285	<b>156 Act O/CU (Orien tation)</b>	10/1/2005 N <b>6/10/2005</b>	T CU	3.50%
<b>Anderson PhD</b>	J. Christopher	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	54,205	56,102		10/1/2005 N	T CU	3.50%
<b>Andreason PhD</b>	Aaron	FR: Marketing and Management <b>TO: (No Change)</b>	68,998	71,413	<b>5,750 Act ST/CU 2,888 Act SR/R</b>	10/1/2005 N <b>5/23/2005 7/1/2005</b>	T CU	3.50%

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Last	First							
Ashmore EdD	Rhea	FR: Director, Reading and Study Skills Center, Professor, Curriculum and Instruction (Research) <b>TO: (No Change)</b>	62,891	65,092		10/1/2005 N	T .90 CU	3.50%
Ashmore EdD	Rhea	FR: Director, Reading and Study Skills Center, Professor, Curriculum and Instruction (Research) <b>TO: (No Change)</b>	115,338	119,375			.10 R	3.50%
Ausland PhD	Hayden	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	58,905	60,967		10/1/2005 N	T CU	3.50%
Bachmann MS	Marlene	FR: Director, Field Services, Curriculum and Instruction <b>TO: (No Change)</b>	65,095	67,373	3,000 BB/CU	10/1/2005 N	T CU FY (11)	3.50%
Bailey MFA	James	FR: Drama/Dance <b>TO: (No Change)</b>	51,414	53,213		10/1/2005 N	T CU	3.50%
Balch PhD	Robert	FR: Sociology <b>TO: (No Change)</b>	62,413	64,597		10/1/2005 N	T CU	3.50%
Barrett PhD	Richard	FR: Economics <b>TO: (No Change)</b>	69,917	72,364		10/1/2005 N	T CU	3.50%
Barrett MA	Sharon	FR: School of Journalism <b>TO: (No Change)</b>	61,245	63,389		10/1/2005 N	T CU	3.50%
Bedunah PhD	Donald	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	55,919	57,876	20,602 Act SR/R	10/1/2005 N 5/15/2005	T .22 CU .78 R	3.50%
Beed DBA, CPA	Teresa	FR: Director of Graduate Business Programs, Accounting and Finance <b>TO: (No Change)</b>	89,508	92,641	2,000 BB/CU 10,467 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Belsky PhD	Jill	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	64,131	68,376	300 Act SR/R	10/1/2005 M/N 8/5/2005	T CU	6.62%

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Last	First							
Billstein EdD	Richard	FR: Mathematical Sciences (Research) <b>TO: (No Change)</b>	91,110	94,299	<b>45,375 Act SR/R</b>	10/1/2005 N <b>5/16/2003</b>	T	3.50%
Billstein EdD	Richard	FR: Mathematical Sciences (Research) <b>TO: (No Change)</b>	119,740	123,931			1.0 R	3.50%
Black PhD	Stephen	FR: Biomedical and Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	70,500	77,968	<b>37,984 Act SR/R</b>	10/1/2005 P/N <b>5/16/2005</b>	P	10.59%
Black PhD	Stephen	FR: Biomedical and Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	100,500	109,018			1.0 R	8.48%
Bolton PhD	Randy	FR: Drama/Dance <b>TO: (No Change)</b>	60,292	62,402	<b>15,910 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
Borgmann PhD	Albert	FR: Philosophy (Regents' Professor) <b>TO: (No Change)</b>	109,204	113,026		10/1/2005 N	T CU	3.50%
Boyd MFA	Lance	FR: Director, Jazz Studies, Music <b>TO: (No Change)</b>	63,688	65,917	<b>800 Act SR/D</b>	10/1/2005 N <b>6/19/2005</b>	T CU	3.50%
Bradstock PhD	Timothy	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	54,154	56,049		10/1/2005 N	T CU	3.50%
Bridges PhD	Richard	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	82,301	85,182	<b>37,593 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T .50 CU	3.50%
Bridges PhD	Richard	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	99,205	102,677			.50 R	3.50%
Broberg PhD	Leonard	FR: Environmental Studies <b>TO: Chair, Environmental Studies</b>	62,288	69,468	<b>3,200 DC/CU 2,074 Act SR/R</b>	<b>8/24/2005 SA</b> 10/1/2005 P/N <b>6/8/2005</b>	T .81 CU .19 R	11.53%

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Last	First							
<b>Bromenshenk PhD</b>	Jerry	FR: Division of Biological Sciences (Research) <b>TO: (No Change)</b>	85,230	88,213	<b>16,149 Act SR/R</b>	10/1/2005 N <b>5/15/2005</b>	NT .50 R	3.50%
<b>Bruya MFA</b>	Marilyn	FR: Art <b>TO: (No Change)</b>	58,528	60,576		10/1/2005 N 5/23/2005	T CU	3.50%
<b>Burfeind PhD</b>	James	FR: Sociology <b>TO: (No Change)</b>	60,549	62,668	<b>10,842 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Burke PhD</b>	Edwin	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	55,439	57,379	<b>19,549 Act SR/D</b>	10/1/2005 N <b>5/16/2005</b>	T CU	3.50%
<b>Burns EdD</b>	Clarence	FR: Health and Human Performance <b>TO: (No Change)</b>	58,061	60,093	<b>4,838 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Bustos- Fernandez PhD</b>	Maria	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	57,790	59,813	<b>4,816 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Callaway PhD</b>	Ragan	FR: Division of Biological Sciences <b>TO: (No Change)</b>	70,627	75,099	<b>15,984 Act SR/R</b>	10/1/2005 M/N <b>6/1/2005</b>	T CU	6.33%
<b>Campbell PhD</b>	Gregory	FR: Chair, Anthropology <b>TO: (No Change)</b>	57,196	59,198	3,200 DC/CU <b>25,386 Act ST/CU</b> 1,000 Act O/R (McNair Schol) <b>5,090 Act SR/R</b>	10/1/2005 N <b>5/23/2005</b> <b>5/1/2005</b> <b>8/1/2005</b>	T CU	3.50%
<b>Campbell MA</b>	Mary Ellen	FR: Marketing and Management <b>TO: (No Change)</b>	90,440	95,605	<b>2,512 Act ST/CU</b> <b>2,888 Act SR/R</b>	10/1/2005 M/N <b>5/23/2005</b> <b>7/1/2005</b>	T CU	5.71%
<b>Canty MFA</b>	Kevin	FR: English <b>TO: (No Change)</b>	61,364	68,512		10/1/2005 P/N	T CU	11.65%



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Last	First							
Chacon PhD	Hipolito	FR: Art TO: (No Change)	49,380	56,108	8,230 Act ST/CU	10/1/2005 P/N 5/23/2005	T CU	13.62%
Chin PhD	Beverly	FR: English TO: (No Change)	70,465	74,931	5,872 Act ST/CU 8,901 Act SR/R	10/1/2005 M/N 5/23/2005 7/1/2005	T CU	6.34%
Clow PhD	Richmond	FR: Native American Studies TO: (No Change)	62,547	66,736		10/1/2005 M/N	T CU	6.70%
Cochran PharmD	Gayle	FR: Pharmacy Practice TO: (No Change)	83,088	85,996	350 Act SP/R	10/1/2005 N 4/6/2005	T .80 CU .20 R FY	3.50%
Cracolice PhD	Mark	FR: Chair, Chemistry TO: (No Change)	67,500	69,863	3,600 DC/CU 1,800 Act ST/CU 23,802 Act SR/R 73 Act O/R (Prof Dev)	10/1/2005 N 5/23/2005 5/16/2005 1/1/2005	T CU	3.50%
Dalenberg PhD	Douglas	FR: Economics TO: (No Change)	63,970	66,209	5,331 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Dean MFA	Mark	FR: Chair, Drama/Dance TO: (No Change)	48,188	49,875	3,200 DC/CU 8,016 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
DeLuca PhD	Thomas	FR: College of Forestry and Conservation TO: (No Change)	69,362	71,790	11,772 Act SR/R	10/1/2005 N 5/26/2005	T CU	3.50%
Dial PhD	Kenneth	FR: Division of Biological Sciences TO: (No Change)	74,264	78,863	17,103 Act SR/R	10/1/2005 M/N 5/16/2005	T CU	6.19%

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Last	First							
Dietrich PhD	Paul	FR: Chair, Liberal Studies TO: (No Change)	61,033	63,169	2,800 DC/CU 1,500 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Docktor PharmD	William	FR: Pharmacy Practice TO: (No Change)	78,699	81,453		10/1/2005 N	T CU FY	3.50%
Douglas PhD	John	FR: Anthropology TO: (No Change)	59,470	61,551	4,956 Act ST/CU	10/1/2005 N 6/27/2005	T CU	3.50%
Doyle PhD	Daniel	FR: Chair, Sociology TO: (No Change)	61,488	63,640	3,200 DC/CU 5,874 Act ST/CU 3,074 Act SR/R	10/1/2005 N 6/27/2005 7/1/2004	T CU	3.50%
Drake PhD	Richard	FR: History TO: (No Change)	79,113	81,882		10/1/2005 N	T CU	3.50%
Evans PhD	Gerald	FR: Marketing and Management TO: (No Change)	92,277	95,507	3,200 Act SP/D 12,816 Act ST/CU	10/1/2005 N 3/6/2005 5/23/2005	T CU	3.50%
Evans EdD	Roberta	FR: Educational Leadership and Counseling TO: (No Change)	88,040	91,121	17,673 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Fandozzi PhD	Phillip	FR: English TO: (No Change)	59,593	61,679		10/1/2005 N	T CU	3.50%
Farr PhD	William	FR: Associate Director, O'Connor Center for the Rocky Mountain West, History TO: (No Change)	95,435	98,775		10/1/2005 N	T .77 CU .23 R FY	3.50%
Fiedler PhD	Carl	FR: College of Forestry and Conservation (Research) TO: (No Change)	54,141	56,036	1,140 Act PM/R 20,516 Act SR/R	10/1/2005 N 5/14/2005 5/16/2005	NT CU	3.50%
Finn PhD	Janet	FR: Social Work TO: (No Change)	54,000	60,890		10/1/2005 P/N	T CU	12.76%

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Last	First							
Flores PhD	Dan	FR: History TO: (No Change)	80,119	84,923	18,132 Act SR/R	10/1/2005 M/N 6/1/2005	T CU	6.00%
Foresman PhD	Kerry	FR: Division of Biological Sciences, Zoology TO: (No Change)	55,675	57,624	3,093 Act ST/CU 13,901 Act SR/R	10/1/2005 N 5/23/2005 6/1/2005	T CU	3.50%
Freimund PhD	Wayne	FR: Director, Wilderness Institute, Chair, College of Forestry and Conservation TO: (No Change)	66,951	69,294	3,200 DC/CU 25,371 Act SR/R	10/1/2005 N 5/16/2005	T .08 CU .92 R	3.50%
Frey PhD	Linda	FR: History TO: (No Change)	96,515	101,893	8,043 Act ST/CU	10/1/2005 M/N 5/23/2005	T CU	5.57%
Fritz PhD	Harry	FR: Chair, History TO: (No Change)	80,690	85,514	3,200 DC/CU 1,534 Act ST/CU	10/1/2005 M/N 5/23/2005	T CU	5.98%
Fromm MFA	Martin	FR: Art TO: (No Change)	47,675	49,344		10/1/2005 N	T CU	3.50%
Furniss JD	Jerry	FR: Marketing and Management TO: (No Change)	79,440	82,220	3,310 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Gajdosik PhD	Richard	FR: Physical Therapy TO: (No Change)	81,284	86,129	321 Act SR/D	10/1/2005 M/N 7/12/2005	T CU	5.96%
Gannon PhD	James	FR: Division of Biological Sciences TO: (No Change)	62,698	66,892	13,933 Act SR/R	10/1/2005 M/N 5/16/2005	T CU	6.69%
Garthwait MSW	Cynthia	FR: Social Work TO: (No Change)	58,438	60,483	12,408 Act ST/CU 1,538 Act SR/R 4,614 Act SR/CU	10/1/2005 N 5/23/2005 5/16/2005 8/1/2005	T CU	3.50%

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Last	First							
Gillison PhD	Linda	FR: Chair, Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	54,090	<b>65,990</b>	3,600 DC/CU <b>6,344 Act ST/CU</b>	<b>8/1/2005 5/23/2005</b>	T CU FR: AY <b>TO: FY</b>	22.00%
Gillison PhD	Linda	FR: Chair, Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	65,990	68,300		10/1/2005 N		3.50%
Glass MM	Fern	FR: Music <b>TO: (No Change)</b>	54,096	55,989		10/1/2005 N	T CU	3.50%
Glendening PhD	John	FR: English <b>TO: (No Change)</b>	45,439	52,029		10/1/2005 P/N	T CU	14.50%
Granath PhD	Willard	FR: Microbiology, Division of Biological Sciences <b>TO: (No Change)</b>	60,760	62,887	<b>23,025 Act SR/D</b>	10/1/2005 N <b>5/16/2005</b>	T .50 CU .50 R	3.50%
Greene PhD	Jeffrey	FR: Political Science <b>TO: (No Change)</b>	57,698	59,717	<b>4,808 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	T CU	3.50%
Gritzner PhD	Jeffrey	FR: Chair, Geography <b>TO: (No Change)</b>	60,399	62,513	2,800 DC/CU <b>10,817 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
Grund PhD	Vernon	FR: Assistant to the Vice President of Research and Development for Health Sciences, Chair, Professor, Pharmaceutical Sciences, Research Professor, Pharmaceutical Sciences <b>TO: (No Change)</b>	104,168	107,814	6,500 BB/D 3,600 DC/CU	10/1/2005 N	T CU FY	3.50%
Grund PhD	Vernon	FR: Assistant to the Vice President of Research and Development for Health Sciences, Chair, Professor, Pharmaceutical Sciences, Research Professor, Pharmaceutical Sciences <b>TO: (No Change)</b>	133,500	138,173				3.50%

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Last	First							
Haber PhD	Paul	FR: Political Science TO: (No Change)	55,698	59,647	12,377 Act ST/CU	10/1/2005 M/N 5/23/2005	T CU	7.09%
Haddad PhD	Nabil	FR: Chair, Psychology TO: (No Change)	84,222	87,170	3,600 DC/CU	10/1/2005 N	T CU FY	3.50%
Hauer PhD	F. Richard	FR: Flathead Lake Biological Station (Research) TO: (No Change)	87,386	90,445	17,570 BB/R	10/1/2005 N	NT .73 CU FY	3.50%
Hauer PhD	F. Richard	FR: Flathead Lake Biological Station (Research) TO: (No Change)	115,787	119,840			.27 R	3.50%
Hayden PhD	Sara	FR: Communication Studies TO: (No Change)	54,160	56,056	7,000 Act SR/CU	10/1/2005 N 7/4/2005	T CU	3.50%
Hayes PhD	Louis	FR: Political Science TO: (No Change)	72,648	75,191	6,054 Act ST/CU	10/1/2005 N 6/27/2005	T CU	3.50%
Hendrix PhD	Marc	FR: Geology TO: (No Change)	58,774	60,831	5,916 Act ST/CU 14,384 Act SR/R	10/1/2005 N 5/23/2005 6/3/2005	T CU	3.50%
Hesla MM	Steven	FR: Music TO: (No Change)	56,823	58,812	750 Act SR/D	10/1/2005 N 6/12/2005	T CU	3.50%
Hirstein EdD	James	FR: Chair, Mathematical Sciences TO: Mathematical Sciences	72,909	60,709	5,059 Act ST/CU	7/1/2005 7/1/2005 6/27/2005	T CU FR: FY TO: AY	-16.73%
Hirstein EdD	James	FR: Chair, Mathematical Sciences TO: Mathematical Sciences	60,709	62,834		10/1/2005 N		3.50%

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Last	First							
Hirstein EdD	James	FR: Chair, Mathematical Sciences <b>TO: Mathematical Sciences</b>	103,281	106,896				3.50%
Holben PhD	William	FR: Division of Biological Sciences <b>TO: (No Change)</b>	58,447	62,493	16,575 Act SR/R 17,276 Act PM/R	10/1/2005 M/N 5/16/2005 6/18/2004	T .90 CU	6.92%
Holben PhD	William	FR: Division of Biological Sciences <b>TO: (No Change)</b>	94,008	99,298			.10 R	5.63%
Hutto PhD	Richard	FR: Division of Biological Sciences <b>TO: (No Change)</b>	63,202	65,414	23,950 Act SR/R	10/1/2005 N 5/16/2005	T CU	3.50%
Jabour PhD	Anya	FR: History <b>TO: (No Change)</b>	48,566	55,266	7,000 Act SR/CU	10/1/2005 P/N 5/31/2005	T CU	13.80%
Jacobs PhD	James	FR: Chair, Physics and Astronomy <b>TO: Physics and Astronomy</b>	57,974	62,003	1,554 Act ST/CU 2,250 Act SR/D	10/1/2005 M/N 8/24/2005 5/23/2005 5/16/2005	T CU	6.95%
James MFA	David	FR: Art <b>TO: (No Change)</b>	52,522	54,360	4,377 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Jeffrey PhD	Balfour	FR: Psychology <b>TO: (No Change)</b>	54,040	55,931		10/1/2005 N	T CU	3.50%
Jenne PhD	Stanley	FR: Chair, Accounting and Finance <b>TO: (No Change)</b>	83,388	86,307	3,200 DC/CU 11,582 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Jenni PhD	Catherine	FR: Chair, Educational Leadership and Counseling <b>TO: (No Change)</b>	60,419	62,534	3,200 DC/CU 3,357 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Johnson MFA	Gregory	FR: Drama/Dance <b>TO: (No Change)</b>	52,347	54,179	3,750 Act SR/D	10/1/2005 N 5/16/2005	T CU	3.50%

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Last	First							
Judd PhD	Ralph	FR: Division of Biological Sciences <b>TO: (No Change)</b>	69,917	72,364	<b>5,900 Act SR/D</b>	10/1/2005 N <b>5/16/2005</b>	T CU	3.50%
Justman PhD	Stewart	FR: English <b>TO: (No Change)</b>	73,880	78,466		10/1/2005 M/N	T CU	6.21%
Kabir PhD	Shariff	FR: Chemistry (Research/Visiting) <b>TO: (No Change)</b>	57,554	59,568		10/1/2005 N	NT .69 CU FY	3.50%
Kalachev PhD	Leonid	FR: Mathematical Sciences <b>TO: (No Change)</b>	63,678	65,907		10/1/2005 N	T CU	3.50%
Kalm MA	Stephen	FR: Chair, Music <b>TO: (No Change)</b>	71,503	74,006	3,600 DC/CU	10/1/2005 N	T CU	3.50%
Kavanaugh PhD	Michael	FR: Neurophysiology, Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	68,500	70,898	<b>27,007 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P .50 CU	3.50%
Kavanaugh PhD	Michael	FR: Neurophysiology, Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	91,000	94,185			.50 R	3.50%
Kayll PhD	Peter	FR: Mathematical Sciences <b>TO: (No Change)</b>	61,486	65,638		10/1/2005 M/N	T CU	6.75%
Kiely PhD	Donald	FR: Director, Shafizadeh Center, Chemistry <b>TO: (No Change)</b>	92,620	100,862	<b>35,098 Act SR/R</b>	10/1/2005 P/N <b>5/16/2005</b>	T CU	8.90%
Kiely PhD	Donald	FR: Director, Shafizadeh Center, Chemistry <b>TO: (No Change)</b>	110,000	110,000				0.00%
Knowles BA	William	FR: Radio-TV <b>TO: (No Change)</b>	54,850	56,770		10/1/2005 N	T CU	3.50%
Koehn PhD	Peter	FR: Political Science <b>TO: (No Change)</b>	68,459	72,855		10/1/2005 M/N	T CU	6.42%
Koester PhD	Lynne Sanford	FR: Psychology <b>TO: (No Change)</b>	79,857	82,652		10/1/2005 N	T CU	3.50%

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Last	First							
Kriley PhD	James	FR: Drama/Dance TO: (No Change)	77,222	79,925	10,725 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Kukuk PhD	Penolope	FR: Division of Biological Sciences (Research) TO: (No Change)	54,734	56,650	20,741 Act SR/R	10/1/2005 N 5/16/2005	NT R	3.50%
LaBonty PhD	Janice	FR: Curriculum and Instruction TO: (No Change)	60,111	62,215		10/1/2005 N	T CU	3.50%
Lauren PhD	Paul	FR: History (Regents' Professor) TO: (No Change)	110,168	116,024		10/1/2005 M/N	T CU	5.32%
Leonard PhD	Charles	FR: Physical Therapy TO: (No Change)	75,330	79,967		10/1/2005 M/N	T CU	6.16%
Lo MFA	Elizabeth	FR: Art TO: (No Change)	65,042	67,318		10/1/2005 N	T CU	3.50%
Lockridge PhD	Kenneth	FR: History TO: (No Change)	89,692	92,831		10/1/2005 N	T CU	3.50%
Lopach PhD	James	FR: Political Science, Faculty Athletics Representative FR: (No Change)	75,175	79,806	2,150 BB/CU	10/1/2005 M/N	T CU	6.16%
Lott EdD	Carolyn	FR: Chair, Curriculum and Instruction TO: (No Change)	56,453	58,429	3,600 DC/CU 9,409 Act ST/CU 3,891 Act SR/D	10/1/2005 N 5/23/2005 5/16/2005	T CU	3.50%
Luckowski EdD	Jean	FR: Curriculum and Instruction TO: (No Change)	58,327	62,368	9,721 Act ST/CU 3,000 Act O/D (Dev Online Crs)	10/1/2005 M/N 5/23/2005 7/1/2005	T CU	6.93%



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Last	First							
Lundt EdD	John	FR: Educational Leadership and Counseling TO: (No Change)	60,330	62,442	15,916 Act AR/D 10,055 Act ST/CU 6,000 Act ST/D 2,744 Act SR/D	10/1/2005 N 4/1/2005 5/23/2005 6/13/2005 5/16/2005	T CU	3.50%
Lundt EdD	John	FR: Educational Leadership and Counseling TO: (No Change)	104,276	107,926				3.50%
Manuel PhD	Timothy	FR: Accounting and Finance TO: (No Change)	87,155	90,205	9,684 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Mattina PhD	Anthony	FR: Anthropology TO: (No Change)	67,924	72,301	2,000 Act SR/R	10/1/2005 M/N 6/1/2005	T CU	6.44%
Mayer PhD	Michael	FR: History TO: (No Change)	53,538	55,412	4,462 Act ST/CU	10/1/2005 N 6/27/2005	T CU	3.50%
McClintock PhD	Michael	FR: English TO: (No Change)	56,485	58,462	9,414 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
McCool PhD	Stephen	FR: Interim Associate Director, Montana Forest and Conservation Experiment Station, Acting Associate Dean, College of Forestry and Conservation TO: (No Change)	77,702	82,422	25,138 Act SR/R	10/1/2005 M/N 5/16/2005	T CU	6.07%
McCormick PhD	Dennis	FR: Modern and Classical Languages and Literatures TO: (No Change)	63,529	65,753	5,294 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
McDonald MM	Roger	FR: Music TO: (No Change)	55,824	57,778	500 Act SR/D	10/1/2005 N 6/19/2005	T CU	3.50%

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Last	First							
McGregor EdD	Gail	FR: Program Developer, Rural Institute/Curriculum & Instruction (Research) <b>TO: (No Change)</b>	72,122	74,646	<b>27,330 Act SR/R</b>	10/1/2005 N <b>5/14/2005</b>	NT R	3.50%
McKenna PhD	Marian	FR: Curriculum and Instruction <b>TO: (No Change)</b>	58,578	60,628		10/1/2005 N	T CU	3.50%
McNamer MFA	Deirdre	FR: English <b>TO: (No Change)</b>	58,070	65,102		10/1/2005 P/N	T CU	12.11%
McNulty PhD	Jennifer	FR: Mathematical Sciences <b>TO: (No Change)</b>	61,345	63,492		10/1/2005 N	T CU	3.50%
McRae PhD	D. George	FR: Mathematical Sciences <b>TO: (No Change)</b>	66,325	68,646		10/1/2005 N	T CU	3.50%
Miller PhD	Arthur	FR: Chair, Health and Human Performance <b>TO: Professor, Health and Human Performance</b>	52,328	54,159	<b>13,082 Act ST/CU</b>	<b>8/24/2005</b> 10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
Miller PharmD	Sarah	FR: Pharmacy Practice <b>TO: (No Change)</b>	83,066	87,973	<b>1,500 Act AT/R</b> <b>2,500 Act SR/R</b>	10/1/2005 M/N <b>1/1/2005</b> <b>6/19/2005</b>	T CU FY	5.91%
Mills PhD	L. Scott	FR: College of Forestry and Conservation/ Division of Biological Sciences <b>TO: (No Change)</b>	72,403	76,937	<b>27,437 Act SR/R</b>	10/1/2005 M/N <b>5/16/2005</b>	T .64 CU .36 R	6.26%
Milner PhD	Kelsey	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	60,221	62,329	<b>10,776 Act SR/R</b>	10/1/2005 N <b>6/8/2005</b>	T .70 CU .30 R	3.50%
Minnick PhD	Michael	FR: Division of Biological Sciences <b>TO: (No Change)</b>	65,109	67,388	<b>24,673 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T CU	3.50%
Mohr PhD	J. Jacqueline	FR: Marketing and Management <b>TO: (No Change)</b>	92,343	97,575		10/1/2005 M/N	T CU	5.67%

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Last	First							
Moore PhD	Johnnie	FR: Geology TO: (No Change)	75,419	80,059		10/1/2005 M/N 9/1/2005 CF	T FR: 0 CU TO: .50 CU	6.15%
Moore PhD	Johnnie	FR: Geology TO: (No Change)	135,513	135,513			FR: 1.0 R TO: .50 R	0.00%
Morton JD	Jack	FR: Marketing and Management TO: (No Change)	77,463	82,174	3,228 Act ST/CU	10/1/2005 M/N 5/23/2005	T CU	6.08%
Nickerson PhD	Norma	FR: College of Forestry and Conservation (Research) TO: (No Change)	69,331	71,758		10/1/2005 N	NT CU FY	3.50%
O'Donnell PhD	Dennis	FR: Economics TO: (No Change)	62,062	64,234		10/1/2005 N	T CU	3.50%
O'Donnell PhD	Dennis	FR: Economics TO: (No Change)	96,500	99,878				3.50%
Pape MFA	Gregory	FR: English TO: (No Change)	58,381	62,424		10/1/2005 M/N	T CU	6.93%
Patterson PhD	David	FR: Mathematical Sciences TO: Chair, Mathematical Sciences	73,479	78,051	3,600 DC/CU	7/1/2005 SA 10/1/2005 M/N	T CU FR: AY TO: FY	6.22%
Peterson MS	Audrey	FR: Curriculum and Instruction TO: (No Change)	64,156	66,401		10/1/2005 N	T CU	3.50%
Pletscher PhD	Daniel	FR: Chair, College of Forestry and Conservation TO: Professor, College of Forestry and Conservation	83,229	86,142	28,254 Act SR/R	8/24/2005 10/1/2005 N 5/16/2005	T CU	3.50%
Potts PhD	Donald	FR: College of Forestry and Conservation TO: (No Change)	66,643	68,976	17,538 Act SR/R	10/1/2005 N 5/16/2005	T CU	3.50%

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Last	First							
Power PhD	Thomas	FR: Chair, Economics <b>TO: (No Change)</b>	78,644	83,397	3,200 DC/CU <b>2,054 Act ST/CU 1,093 Act SR/R</b>	10/1/2005 M/N <b>5/23/2005 5/16/2005</b>	T CU	6.04%
Prednewa PhD	Ludmilla	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	56,855	58,845		10/1/2005 N	T CU	3.50%
Proctor MFA	Joseph Moore	FR: Drama/Dance <b>TO: (No Change)</b>	50,896	52,677		10/1/2005 N	T CU	3.50%
Queen PhD	Lloyd	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	69,443	73,874	<b>26,315 Act SR/R</b>	10/1/2005 M/N <b>5/16/2005</b>	T .61 CU .39 R	6.38%
Rabinovitch PhD	Judith	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	79,588	82,374		10/1/2005 N	T LWOP	3.50%
Ragsdale MA	Amy Wilmott	FR: Drama/Dance <b>TO: (No Change)</b>	53,386	55,255		10/1/2005 N	T CU	3.50%
Ramey MM	Maxine	FR: Music <b>TO: (No Change)</b>	52,758	54,605	<b>500 Act SR/D</b>	10/1/2005 N <b>6/19/2005</b>	T CU	3.50%
Regel PhD, CPA	Roy	FR: Accounting and Finance <b>TO: (No Change)</b>	87,156	90,206		10/1/2005 N	T CU	3.50%
Richards PhD	Rebecca	FR: Sociology <b>TO: (No Change)</b>	51,824	58,638	<b>4,319 Act ST/CU</b>	10/1/2005 P/N <b>5/23/2005</b>	T CU	13.15%
Rippon MFA	Thomas	FR: Art <b>TO: (No Change)</b>	64,467	66,723	<b>1,000 Act O/R (Mentor McNair Sch)</b>	10/1/2005 N <b>5/1/2005 8/24/2005 CF</b>	T FR: 1.0 CU <b>TO: .75 CU</b>	3.50%
Rivey MS	Michael	FR: Chair, Pharmacy Practice <b>TO: (No Change)</b>	74,067	76,659	3,200 DC/CU	10/1/2005 N	T CU FY	3.50%

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Last	First							
<b>Robson PhD</b>	Donald	FR: Educational Leadership and Counseling <b>TO: (No Change)</b>	80,828	83,657		10/1/2005 N	T CU	3.50%
<b>Rose PhD</b>	Stanley	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	54,824	56,743		10/1/2005 N	T CU	3.50%
<b>Rosenberg PhD</b>	Edward	FR: Chemistry <b>TO: (No Change)</b>	93,853	97,138	<b>14,819 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T CU	3.50%
<b>Ross PhD</b>	J.B. Alexander	FR: Chemistry <b>TO: (No Change)</b>	72,600	75,141	<b>27,271 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	T .75 CU	3.50%
<b>Ross PhD</b>	J.B. Alexander	FR: Chemistry <b>TO: (No Change)</b>	120,500	124,718			.25 R	3.50%
<b>Roy MA</b>	Thomas	FR: Chair, Environmental Studies <b>TO: Professor, Environmental Studies</b>	69,220	71,643	<b>1,585 Act ST/CU</b>	<b>8/24/2005</b> 10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Ruby PhD</b>	Brent	FR: Health and Human Performance <b>TO: (No Change)</b>	57,855	59,880	<b>4,821 Act ST/CU</b> <b>1,000 Act SR/R</b>	10/1/2005 N <b>5/23/2005</b> <b>8/1/2005</b>	T CU	3.50%
<b>Running PhD</b>	Steven	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	87,129	90,179	<b>33,017 Act SR/R</b> <b>44,023 Act O/R (NASA Phase II)</b>	10/1/2005 N <b>5/16/2005</b> <b>7/1/2005</b>	T CU	3.50%
<b>Samson MLS</b>	Sue	FR: Library Science <b>TO: (No Change)</b>	46,826	53,465		10/1/2005 P/N	T CU FY	14.18%
<b>Schuldberg PhD</b>	David	FR: Psychology <b>TO: (No Change)</b>	62,012	64,182	<b>23,435 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T .89 CU	3.50%
<b>Schuldberg PhD</b>	David	FR: Psychology <b>TO: (No Change)</b>	110,900	114,782			.11 R	3.50%

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Last	First							
Sears PhD	James	FR: Geology TO: (No Change)	67,730	70,101	11,560 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Seekins PhD	Tom	FR: Psychology, Associate Director/Research Professor, Rural Institute TO: (No Change)	70,000	72,450	12,737 Act SR/R	10/1/2005 N 6/1/2005	P .50 CU	3.50%
Seekins PhD	Tom	FR: Psychology, Associate Director/Research Professor, Rural Institute TO: (No Change)	110,000	113,850			.50 R	3.50%
Sheriff PhD	Steven	FR: Chair, Geology TO: (No Change)	69,233	73,656	3,200 DC/CU 1,554 Act ST/CU 1,500 Act SR/R	10/1/2005 M/N 5/23/2005 7/5/2005	T CU	6.39%
Shooshtari PhD	Nader	FR: Chair, Marketing and Management TO: (No Change)	94,974	98,298	3,600 DC/CU 18,467 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Siebert PhD	Steven	FR: College of Forestry and Conservation TO: (No Change)	60,015	62,116	300 Act SR/R	10/1/2005 N 8/5/2005	T .67 CU	3.50%
Siebert PhD	Steven	FR: College of Forestry and Conservation TO: (No Change)	65,517	67,810				3.50%
Siler MFA	Jocelyn	FR: English TO: (No Change)	60,574	62,694	10,095 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Sillars PhD	Alan	FR: Chair, Communication Studies TO: (No Change)	65,666	67,964	2,800 DC/CU	10/1/2005 N	T CU	3.50%
Silverman PhD	Paul	FR: Psychology TO: (No Change)	57,624	59,641	9,604 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%

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Last	First							
<b>Skelton PhD</b>	Randall	FR: Anthropology <b>TO: (No Change)</b>	55,987	59,947	<b>13,997 Act ST/CU</b>	10/1/2005 M/N <b>5/23/2005</b>	T CU	7.07%
<b>Skinner PhD</b>	Frederick	FR: History <b>TO: (No Change)</b>	49,379	56,107		10/1/2005 P/N	T CU	13.63%
<b>Slicer PhD</b>	Deborah	FR: Philosophy <b>TO: (No Change)</b>	54,797	56,715	<b>2,283 Act SR/R</b>	10/1/2005 N <b>5/23/2005</b>	T .62 CU	3.50%
<b>Smith PhD</b>	Garon	FR: Chemistry <b>TO: (No Change)</b>	63,416	67,636	<b>500 Act ST/CU</b>	10/1/2005 M/N <b>6/27/2005</b>	T CU	6.65%
<b>Sommers- Flanagan PhD</b>	Rita	FR: Director of Women's Studies, Professor, Educational Leadership and Counseling <b>TO: (No Change)</b>	68,131	70,516	<b>3,785 Act ST/CU 600 Act SR/CU</b>	10/1/2005 N <b>5/23/2005 6/1/2005</b>	T CU	3.50%
<b>Sondag PhD</b>	K. Ann	FR: Health and Human Performance <b>TO: (No Change)</b>	62,121	64,295	<b>5,177 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Sorenson PhD</b>	Larry (Dean)	FR: Educational Leadership and Counseling <b>TO: (No Change)</b>	59,965	62,064	<b>14,991 Act ST/CU 6,000 Act ST/D</b>	10/1/2005 N <b>5/23/2005 6/13/2005</b>	T CU	3.50%
<b>Sponberg PhD</b>	Alan	FR: Liberal Studies <b>TO: (No Change)</b>	63,361	65,579		10/1/2005 N	T CU	3.50%
<b>Spores PhD</b>	John	FR: Chair, Social Work <b>TO: (No Change)</b>	66,978	69,322	3,200 DC/CU <b>7,442 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Stanley PhD</b>	George	FR: Geology <b>TO: (No Change)</b>	69,524	71,957		10/1/2005 N <b>8/24/2005 CF 1/18/2006 CF</b>	T FR: 1.0 CU <b>TO: .75 CU TO: 1.0 CU</b>	3.50%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>Stroethoff PhD</b>	Karel	FR: Mathematical Sciences <b>TO: (No Change)</b>	64,228	66,476	<b>5,352 Act ST/CU 500 Act SR/CU</b>	10/1/2005 N <b>6/27/2005 5/16/2005</b>	T CU	3.50%
<b>Swibold MA</b>	Dennis	FR: School of Journalism <b>TO: (No Change)</b>	52,716	59,561	<b>139 Act SR/CU</b>	10/1/2005 P/N <b>7/8/2005</b>	T CU	12.98%
<b>Tangedahl DBA</b>	Lee	FR: Marketing and Management <b>TO: (No Change)</b>	86,561	89,591	<b>7,213 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	T CU	3.50%
<b>Thomas PhD</b>	Jack Ward	FR: Boone and Crockett, College of Forestry and Conservation (Research) <b>TO: (No Change)</b>	141,172	146,113		10/1/2005 N	NT R FY	3.50%
<b>Thompson PhD</b>	Charles	FR: Medical Chemistry and Toxicology, School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	75,422	80,062	<b>39,298 Act SR/R</b>	10/1/2005 M/N <b>5/16/2005</b>	T .50 CU	6.15%
<b>Thompson PhD</b>	Charles	FR: Medical Chemistry and Toxicology, School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	103,704	109,334			.50 R	5.43%
<b>Tilton MEd</b>	Barbara	FR: Art <b>TO: (No Change)</b>	54,356	56,258	<b>9,059 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Tompkins PhD</b>	Jonathan	FR: Chair, Political Science <b>TO: (No Change)</b>	60,456	62,572	3,200 DC/CU <b>10,592 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Tonev PhD</b>	Toma	FR: Mathematical Sciences <b>TO: (No Change)</b>	61,337	63,484	<b>3,408 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Townsend PhD</b>	Burke	FR: Chair, Philosophy <b>TO: (No Change)</b>	60,835	62,964	3,200 DC/CU <b>1,500 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%



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Last	First							
Uchimoto PhD	Eijiro	FR: Physics and Astronomy <b>TO: (No Change)</b>	59,722	61,812		10/1/2005 N	T CU	3.50%
Udall MFA	Brady	FR: English (Visiting) <b>TO: (No Change)</b>	60,000	62,100		10/1/2005 N	NT CU	3.50%
Unger PhD	Kay Carol	FR: Economics <b>TO: (No Change)</b>	65,424	67,714	<b>5,452 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	T CU	3.50%
van den Pol PhD	Richard	FR: Director, Co-Teach, Educational Research and Services, Curriculum and Instruction <b>TO: (No Change)</b>	56,072	58,035	2,686 AD/CU <b>42,017 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T	3.50%
van den Pol PhD	Richard	FR: Director, Co-Teach, Educational Research and Services, Curriculum and Instruction <b>TO: (No Change)</b>	110,877	114,758			1.0 R	3.50%
Vanita PhD	Ruth	FR: Liberal Studies <b>TO: (No Change)</b>	56,090	58,053		10/1/2005 N	T .75 CU	3.50%
VanValkenburg PhD	Carol	FR: Chair, School of Journalism <b>TO: (No Change)</b>	57,706	59,726	3,200 DC/CU <b>152 Act SR/CU</b>	10/1/2005 N <b>6/10/2005</b>	T CU	3.50%
Vonessen PhD	Nikolaus	FR: Mathematical Sciences <b>TO: (No Change)</b>	57,362	59,370		10/1/2005 N	T CU	3.50%
Wali PhD	Edward	FR: Chemistry <b>TO: (No Change)</b>	79,607	82,393		10/1/2005 N	T CU	3.50%
Wakimoto PhD	Ronald	FR: College of Forestry and Conservation <b>TO: Chair, Professor, College of Forestry and Conservation</b>	63,361	65,579	<b>3,200 DC/CU 5,669 Act SR/R</b>	<b>8/24/2005 SA</b> 10/1/2005 N <b>5/16/2005</b>	T CU	3.50%
Walton PhD	Richard	FR: Philosophy <b>TO: (No Change)</b>	56,879	58,870		10/1/2005 N	T CU	3.50%
Ware PhD	Andrew	FR: Physics and Astronomy <b>TO: (No Change)</b>	57,148	64,148	<b>15,941 Act SR/R</b>	10/1/2005 P/N <b>5/18/2005</b>	T CU	12.25%

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Last	First							
Watson PhD	Vicki	FR: Environmental Studies <b>TO: (No Change)</b>	61,777	63,939	4,225 Act SR/R	10/1/2005 N <b>7/25/2005</b>	T CU	3.50%
Weber PhD, CPA	Joseph	FR: Accounting and Finance <b>TO: (No Change)</b>	87,710	90,780	9,746 Act ST/CU	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
Weix PhD	Gretchen	FR: Anthropology <b>TO: (No Change)</b>	53,129	59,989		10/1/2005 P/N	T CU	12.91%
West PhD	Philip	FR: Mansfield Professor of Modern Asian Affairs, History <b>TO: (No Change)</b>	80,180	82,986		10/1/2005 N	T CU	3.50%
Whiddon EdD	Thomas	FR: Health and Human Performance <b>TO: Chair, Health and Human Performance</b>	55,444	57,385	3,200 DC/CU 6,160 Act ST/CU	<b>8/24/2005</b> SA 10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
Willard PhD	E. Earl	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	56,837	58,826	1,197 Act SR/D	10/1/2005 N <b>5/30/2005</b>	T CU	3.50%
Williams MA	Patrick	FR: Music <b>TO: (No Change)</b>	59,664	61,752	300 Act SR/CU	10/1/2005 N <b>7/6/2005</b>	T CU	3.50%
Wilson PhD	Paul	FR: Chair, Geography <b>TO: (No Change)</b>	60,357	64,469	2,800 DC/CU	10/1/2005 M/N	T CU	6.81%
Woessner PhD	William	FR: Geology (Regents' Professor) <b>TO: (No Change)</b>	87,761	90,833	7,200 Act SR/R	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
Work JD	Clemens	FR: Graduate Director, School of Journalism <b>TO: (No Change)</b>	53,243	57,107	2,000 BB/CU	10/1/2005 M/N	T CU	7.26%
Wright PhD	Alden	FR: Chair, Computer Science <b>TO: (No Change)</b>	83,490	88,412	2,800 DC/CU 1,554 Act ST/CU	10/1/2005 M/N <b>5/23/2005</b>	T CU	5.90%

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Last	First							
Zuuring PhD	Hans	FR: Chair, College of Forestry and Conservation <b>TO: (No Change)</b>	88,129	91,214	3,200 DC/CU	10/1/2005 N	T .70 CU .30 D FY	3.50%
<b>Associate Professors:</b>								
Adams PhD	Earle	FR: Chemistry (Research) <b>TO: (No Change)</b>	47,627	49,294	<b>2,848 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	NT .15 D .85 R FY	3.50%
Alaback PhD	Paul	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	51,666	53,474	<b>4,079 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
Allington PhD	Douglas	FR: Pharmacy Practice <b>TO: (No Change)</b>	80,000	82,800		10/1/2005 N	P CU FY	3.50%
Antonioli MFA	Michele	FR: Drama/Dance <b>TO: (No Change)</b>	41,628	43,085	<b>2,313 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
Appelbaum PhD	Irene	FR: Philosophy <b>TO: (No Change)</b>	46,701	48,336		10/1/2005 N	T CU	3.50%
Arens PhD	Hiltrudis	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	45,436	47,026		10/1/2005 N	T CU	3.50%
Arnold PhD	Nancy	FR: Sociology/Rural Institute (Research) <b>TO: (No Change)</b>	<b>58,180</b>	<b>63,180</b>		<b>7/1/2005 R/M</b>	NT R FY	8.59%
Arnold PhD	Nancy	FR: Sociology/Rural Institute (Research) <b>TO: (No Change)</b>	63,180	65,391		10/1/2005 N		3.50%
Baker PhD	Robert	FR: English <b>TO: (No Change)</b>	42,391	43,875		10/1/2005 N	T CU	3.50%
Baldrige MM	Margaret	FR: Music <b>TO: (No Change)</b>	45,986	49,596		10/1/2005 M/N	T CU	7.85%
Basinski MM	Anne	FR: Music <b>TO: (No Change)</b>	44,016	45,557		10/1/2005 N	T CU	3.50%

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Last	First							
Beall PharmD	Donna	FR: School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	73,153	77,713	625 Act SP/D	10/1/2005 M/N 4/16/2005	P .50 A .50 CU FY	6.23%
Beall PhD	Howard	FR: School of Pharmacy and Allied Health Sciences (Research) <b>TO: (No Change)</b>	53,526	55,399	30,505 Act SR/R	10/1/2005 N 5/16/2005	T CU	3.50%
Beall PhD	Howard	FR: School of Pharmacy and Allied Health Sciences (Research) <b>TO: (No Change)</b>	80,500	83,318				3.50%
Beck PhD	David	FR: Native American Studies <b>TO: (No Change)</b>	47,058	50,705		10/1/2005 M/N	T CU	7.75%
Belz DMA	Mary Jane	FR: Music <b>TO: (No Change)</b>	40,814	44,742	3,401 Act ST/CU	10/1/2005 P/N 5/23/2005	T CU	9.62%
Bergman PhD	Jillian	FR: English <b>TO: (No Change)</b>	46,152	49,767	9,230 Act SR/CU	10/1/2005 M/N 5/16/2005	T CU	7.83%
Blank PhD	Lisa	FR: Director of Graduate Program, UM-Western, Curriculum and Instruction <b>TO: (No Change)</b>	45,975	47,584	3,831 Act ST/CU 1,933 Act AT/R	10/1/2005 N 5/23/2005 1/1/2005	T CU	3.50%
Blunt MFA	Judy	FR: English <b>TO: (No Change)</b>	45,500	49,593	4,000 Act O/R (Write Play) 300 Act SR/R	10/1/2005 P/N 2/1/2005 6/14/2005	P CU	9.00%
Bolstad MM	Stephen	FR: Music <b>TO: (No Change)</b>	45,462	47,053	200 Act O/CU (Musician) 1,650 Act SR/D	10/1/2005 N 5/5/2005 6/19/2005	T CU	3.50%

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Last	First							
<b>Bonjorni MFA</b>	Mary Ann	FR: Art <b>TO: (No Change)</b>	47,415	49,075		10/1/2005 N	T CU	3.50%
<b>Borrie PhD</b>	William	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	49,878	53,624	<b>3,150 Act SR/R</b>	10/1/2005 M/N <b>5/16/2005</b>	T CU	7.51%
<b>Brewer PhD</b>	Carol	FR: Division of Biological Sciences <b>TO: (No Change)</b>	60,947	65,080	<b>13,793 Act SR/R</b>	10/1/2005 M/N <b>6/1/2005</b>	T CU	6.78%
<b>Brewer PhD</b>	Sarah (Sally)	FR: Curriculum and Instruction <b>TO: (No Change)</b>	47,412	49,071	<b>3,951 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Brewer PhD</b>	Sarah (Sally)	FR: Curriculum and Instruction <b>TO: (No Change)</b>	80,068	82,870				3.50%
<b>Brown MA</b>	Barry	FR: Librarian, Library Sciences <b>TO: (No Change)</b>	53,748	55,629		10/1/2005 N	T CU FY	3.50%
<b>Brown PhD</b>	Fletcher	FR: Curriculum and Instruction/ Environmental Studies <b>TO: (No Change)</b>	45,126	46,705		10/1/2005 N	T CU	3.50%
<b>Bruce PhD</b>	Heather	FR: English <b>TO: (No Change)</b>	49,558	53,293	<b>12,314 Act SR/R 2,999 Act PM/R</b>	10/1/2005 M/N <b>6/1/2005 4/1/2005</b>	T CU	7.54%
<b>Bruneau PhD</b>	Carol	FR: Marketing and Management <b>TO: (No Change)</b>	70,508	72,976	<b>5,876 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	T CU	3.50%
<b>Campana MA</b>	Jillian	FR: Drama/Dance <b>TO: (No Change)</b>	40,670	44,593	<b>667 Act ST/CU</b>	10/1/2005 P/N <b>5/23/2005</b>	P CU	9.65%
<b>Carter PhD</b>	Jean	FR: School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	67,423	69,783		10/1/2005 N	T CU FY	3.50%

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Last	First							
Chaney PhD	Barbara	FR: Accounting and Finance <b>TO: (No Change)</b>	80,500	83,318	6,708 Act ST/CU	10/1/2005 N 5/23/2005	P CU	3.50%
Charles PhD	Christopher	FR: English <b>TO: (No Change)</b>	52,178	54,004		10/1/2005 N	T CU	3.50%
Chirinos PhD	Eduardo	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	43,245	47,259	3,604 Act ST/CU	10/1/2005 P/N 6/27/2005	T CU	9.28%
Cobbs PhD	Georgia	FR: Curriculum and Instruction <b>TO: (No Change)</b>	48,910	50,622	2,717 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Cobbs PhD	Georgia	FR: Curriculum and Instruction <b>TO: (No Change)</b>	102,628	106,220				3.50%
Cochran PhD	Todd	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	69,572	72,007	1,739 Act O/CU (Asesmnt)	10/1/2005 N 4/1/2005	T CU FY	3.50%
Coffin PhD	Douglas	FR: Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	62,279	64,459	32,021 Act SR/R	10/1/2005 N 5/16/2005	T .90 CU	3.50%
Coffin PhD	Douglas	FR: Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	84,500	87,458			.10 R	3.50%
Cook PhD	Ann	FR: Psychology (Research/Adjunct) <b>TO: (No Change)</b>	80,500	83,318		10/1/2005 N	NT R FY	3.50%
Crawford PhD	Anthony	FR: Accounting and Finance <b>TO: (No Change)</b>	72,852	75,402	6,071 Act ST/CU	10/1/2005 N 6/27/2005	T CU	3.50%
Crummy PhD	M. Ione	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	51,117	52,906		10/1/2005 N	T CU	3.50%
DeGrandpre PhD	Michael	FR: Chemistry <b>TO: (No Change)</b>	60,922	65,054	23,087 Act SR/R 6,092 Act PM/R	10/1/2005 M/N 5/16/2005 8/24/2005	T CU	6.78%

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Last	First							
Dybdal PhD	Laura	FR: Health and Human Performance TO: (No Change)	49,765	51,507	4,147 Act ST/CU 1,666 Act SR/R 3,334 Act AR/R	10/1/2005 N 5/23/2005 7/1/2005 8/29/2005	T CU	3.50%
Earling MFA	Debra	FR: English/Native American Studies TO: (No Change)	60,669	62,792		10/1/2005 N	T CU	3.50%
Eglin PhD	John	FR: History TO: (No Change)	43,658	47,186		10/1/2005 M/N	T CU	8.08%
Ekness MA	Raymond	FR: Chair, School of Journalism TO: (No Change)	47,689	49,358	2,800 DC/CU 3,000 Act O/D (Prod TR Prog) 1,335 Act ST/CU	10/1/2005 N 9/1/2004 5/23/2005	P CU	3.50%
Emlen PhD	Douglas	FR: Division of Biological Sciences TO: (No Change)	58,620	60,672	13,027 Act SR/R	10/1/2005 N 5/16/2005	T CU	3.50%
Erickson PhD	David	FR: Curriculum and Instruction TO: (No Change)	49,889	51,635	1,500 Act AR/R 3,000 Act O/CU (Online Crs Dev) 2,000 Act SR/CU 12,473 Act ST/CU	10/1/2005 N 2/26/2005 2/1/2005 5/16/2005 5/23/2005	T	3.50%
Erickson PhD	David	FR: Curriculum and Instruction TO: (No Change)	82,388	85,272			1.0 R	3.50%
Fiore PhD	Christine	FR: Director, Clinical Training, Psychology TO: (No Change)	61,263	63,407	13,865 Act SR/R	10/1/2005 N 6/1/2005	T CU	3.50%

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Last	First							
Friend PhD	David	FR: Physics and Astronomy TO: Chair, Physics and Astronomy	50,838	52,617	3,108 DC/CU 5,649 Act ST/CU	8/24/2005 SA 10/1/2005 N 5/23/2005	T CU	3.50%
Funk DMA	Gary	FR: Director, Choral Activities, Music TO: (No Change)	42,566	44,056		10/1/2005 N	T CU	3.50%
Gadbow MFA	Kathleen	FR: Writing Lab Director, English (Adjunct) TO: (No Change)	47,165	48,816		10/1/2005 N	NT CU	3.50%
Gajdosik MS	Carrie	FR: Physical Therapy TO: (No Change)	65,229	67,512	129 Act SR/D	10/1/2005 N 7/12/2005	T CU	3.50%
Garfinkle PhD	Ann	FR: Curriculum and Instruction TO: (No Change)	49,000	50,715	18,568 Act SR/R	10/1/2005 N 5/16/2005	P CU	3.50%
Gaskill PhD	Steven	FR: Health and Human Performance TO: (No Change)	48,155	51,840		10/1/2005 M/N	T CU	7.65%
Gerdes PhD	John	FR: Chemistry TO: (No Change)	57,150	59,150	21,085 Act SR/R	10/1/2005 N 5/16/2005	P .50 CU .50 R	3.50%
Graham MA	G. Keith	FR: School of Journalism TO: (No Change)	54,468	56,374		10/1/2005 N	T CU	3.50%
Graham PhD	Jonathan	FR: Mathematical Sciences TO: (No Change)	56,190	58,157	6,243 Act ST/CU	10/1/2005 N 6/27/2005	T .75 CU	3.50%
Granath MLS	Kimberly Miller	FR: Electronic Resources Librarian, Library Sciences TO: (No Change)	49,627	51,364		10/1/2005 N	T CU FY	3.50%
Grey PhD	Ramona	FR: Co-Director, Women's Studies Program, Political Science TO: (No Change)	48,789	50,497		10/1/2005 N	T CU	3.50%



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Last	First							
<b>Greymorning PhD</b>	Stephen	FR: Native American Studies/Anthropology <b>TO: (No Change)</b>	50,629	52,401		10/1/2005 N	T CU	3.50%
<b>Grimes PhD</b>	Mark	FR: Associate Professor, Division of Biological Sciences, Research Associate Professor, Division of Biological Sciences <b>TO: (No Change)</b>	57,150	59,150	<b>22,449 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T .75 CU	3.50%
<b>Grimes PhD</b>	Mark	FR: Associate Professor, Division of Biological Sciences, Research Associate Professor, Division of Biological Sciences <b>TO: (No Change)</b>	83,700	86,630			.25 R	3.50%
<b>Hall PhD</b>	Robert Stuart	FR: Psychology <b>TO: (No Change)</b>	59,301	61,377		10/1/2005 N	T CU	3.50%
<b>Halvorson PhD</b>	Sarah	FR: Geography <b>TO: (No Change)</b>	44,936	49,009		10/1/2005 P/N	P CU	9.06%
<b>Harrison PhD</b>	Brady	FR: English <b>TO: (No Change)</b>	47,172	48,823		10/1/2005 N	T CU	3.50%
<b>Hassanein PhD</b>	Neva	FR: Environmental Studies <b>TO: (No Change)</b>	47,436	49,096		10/1/2005 N	P CU	3.50%
<b>Hay PhD</b>	Jesse	FR: Division of Biological Sciences <b>TO: (No Change)</b>	51,000	55,285	<b>32,211 Act SR/R</b>	10/1/2005 P/N <b>5/16/2005</b>	P .50 CU .50 R	8.40%
<b>Hay PhD</b>	Jesse	FR: Division of Biological Sciences <b>TO: (No Change)</b>	85,000	90,475			P .50 CU .50 R	6.44%
<b>Hedquist PhD</b>	Valerie	FR: Art <b>TO: (No Change)</b>	45,000	46,575		10/1/2005 N	P CU	3.50%
<b>Henry PhD</b>	Joel	FR: Computer Science <b>TO: (No Change)</b>	73,179	75,740	<b>24,650 Act SR/R</b>	10/1/2005 N <b>5/25/2005</b>	T CU	3.50%

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Last	First							
<b>Herron ABD</b>	Terri	FR: Accounting and Finance <b>TO: (No Change)</b>	77,777	80,499	<b>6,481 Act ST/CU 2,888 Act SR/R</b>	10/1/2005 N <b>5/23/2005 7/1/2005</b>	T CU	3.50%
<b>Higgins MSL.S</b>	Kathryn Elaine	FR: Assistant Catalog Librarian, Library Sciences <b>TO: (No Change)</b>	50,034	51,785		10/1/2005 N	T CU FY	3.50%
<b>Hinman PhD</b>	Nancy	FR: Geology <b>TO: (No Change)</b>	49,087	50,805	<b>9,042 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
<b>Hoas PhD</b>	Helena	FR: Psychology (Research/Adjunct) <b>TO: (No Change)</b>	80,500	83,318		10/1/2005 N	NT R FY	3.50%
<b>Hughes MN</b>	Richard	FR: Drama/Dance <b>TO: (No Change)</b>	45,224	46,807	<b>714 Act AR/R 7,537 Act ST/CU 2,142 Act SR/R 2,142 Act AR/R</b>	10/1/2005 N <b>1/24/2005 5/23/2005 5/16/2005 8/29/2005</b>	T CU	3.50%
<b>Hunt PhD</b>	John	FR: English <b>TO: (No Change)</b>	49,961	51,710		10/1/2005 N	T CU	3.50%
<b>Ikeda MS, PT</b>	Elizabeth	FR: Physical Therapy <b>TO: (No Change)</b>	64,051	66,293	<b>253 Act SR/D</b>	<b>8/24/2005 CF</b> 10/1/2005 N <b>7/12/2005</b>	T FR: 1.0 CU <b>TO: .65 CU</b>	3.50%
<b>Jackson PhD</b>	Darrell	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	60,000	62,100	<b>22,737 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P CU	3.50%
<b>Jacobson PhD</b>	Maxine	FR: Social Work <b>TO: (No Change)</b>	51,653	53,461		10/1/2005 N	T CU	3.50%

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Last	First							
<b>Johnson MAL.S</b>	Coburn	FR: Assistant Cataloger, Library Sciences <b>TO: (No Change)</b>	51,303	53,099		10/1/2005 N	T CU FY	3.50%
<b>Johnston PhD</b>	Craig	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	90,495	95,662		10/1/2005 M/N	T CU FY	5.71%
<b>Jones PhD</b>	Belva	FR: Chair, Information Systems and Technology, School of Business Administration <b>TO: (No Change)</b>	80,791	83,619	2,800 DC/CU <b>2,200 Act AT/CU 6,733 Act ST/CU 2,888 Act SR/R</b>	10/1/2005 N <b>3/1/2005 5/23/2005 7/1/2005</b>	T CU	3.50%
<b>Kane MA</b>	Kathleen	FR: English <b>TO: (No Change)</b>	43,652	47,680		10/1/2005 P/N	P CU	9.23%
<b>Kaufmann MA</b>	Karen	FR: Drama/Dance <b>TO: (No Change)</b>	41,628	45,085	<b>9,251 Act ST/CU 890 Act SR/R 890 Act O/R (Perf &amp; Teach)</b>	10/1/2005 M/N <b>5/23/2005 5/16/2005 4/1/2005</b>	T CU	8.30%
<b>Kinderwater MFA</b>	Elizabeth	FR: Art <b>TO: (No Change)</b>	47,138	48,788	<b>1,500 Act O/CU (Photo Lab) 3,928 Act ST/CU</b>	10/1/2005 N <b>4/28/2005 5/23/2005</b>	P CU	3.50%
<b>Klink PhD</b>	Joanna	FR: English <b>TO: (No Change)</b>	44,730	48,796		10/1/2005 P/N	P CU	9.09%
<b>Knight PhD</b>	Christopher	FR: Chair, English <b>TO: (No Change)</b>	63,847	68,082	3,477 DC/CU <b>350 Act ST/CU</b>	10/1/2005 M/N <b>5/23/2005</b>	T CU FY	6.63%
<b>Krussel PhD</b>	Carolyn	FR: Mathematical Sciences <b>TO: (No Change)</b>	54,364	56,267	<b>13,076 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	T .75 CU	3.50%

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Last	First							
Krussel PhD	Carolyn	FR: Mathematical Sciences <b>TO: (No Change)</b>	72,793	75,341			.25 R	3.50%
Kupilik PhD	Michael	FR: Economics <b>TO: (No Change)</b>	49,281	51,006	7,556 Act ST/CU	10/1/2005 N 6/27/2005	T CU	3.50%
Kuzishchin PhD	Kirill	FR: Biological Station <b>TO: (No Change)</b>	50,000	51,750		10/1/2005 N	NT .50 R	3.50%
Larson PhD	Gregory	FR: Communication Studies <b>TO: (No Change)</b>	45,500	49,593	600 Act ST/D 7,583 Act ST/CU	10/1/2005 P/N 5/23/2005 6/27/2005	P CU	9.00%
Laskin PhD	James	FR: Physical Therapy <b>TO: (No Change)</b>	62,216	66,894	500 Act O/R (Mentor McNair Schol) 4,989 Act SR/R	10/1/2005 P/N 5/5/2005 6/1/2005	T CU	7.52%
Laws PhD	William	FR: Chemistry (Research) <b>TO: (No Change)</b>	62,300	64,481	7,036 Act ST/CU	10/1/2005 N 5/23/2005	NT R FY	3.50%
Ledbetter DMA	Robert	FR: Music <b>TO: (No Change)</b>	48,523	50,221	500 Act SR/D	10/1/2005 N 6/19/2005	T CU FY (11)	3.50%
Lodmell PhD	John	FR: Division of Biological Sciences <b>TO: (No Change)</b>	48,499	52,196	22,416 Act SR/R	10/1/2005 M/N 5/16/2005	T .75 CU	7.62%
Lodmell PhD	John	FR: Division of Biological Sciences <b>TO: (No Change)</b>	65,724	70,024			.25 R	6.54%
Loisel PhD	Clary	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	50,964	52,748	5,663 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Lurie PhD	Diana	FR: School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	59,639	61,726	32,173 Act SR/R	10/1/2005 N 5/16/2005	T .66 CU	3.50%

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Last	First							
Lurie PhD	Diana	FR: School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	84,900	87,872			.34 R	3.50%
Mallory MFA	Cathryn	FR: Art <b>TO: (No Change)</b>	41,773	45,235		10/1/2005 M/N	T CU	8.29%
Maron PhD	John	FR: Division of Biological Sciences <b>TO: (No Change)</b>	54,500	56,408	12,334 Act SR/R	8/24/2005 CF 10/1/2005 N 5/16/2005	T FR: 1.0 CU <b>TO: .50 CU</b>	3.50%
McAuliffe BA	Dennis	FR: School of Journalism <b>TO: (No Change)</b>	60,872	63,003	10,000 Act SR/R	10/1/2005 N 6/1/2005	P CU	3.50%
McCaw EdD	William	FR: Educational Leadership and Counseling (Research) <b>TO: (No Change)</b>	51,484	55,786	2,667 BB/CU 17,161 Act ST/CU 6,000 Act AT/D	10/1/2005 P/N 5/23/2005 4/15/2005	T CU	8.36%
Moisey PhD	Richard	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	51,801	53,614	19,630 Act SR/R	10/1/2005 N 5/16/2005	T CU	3.50%
Monsos MFA	Michael	FR: Drama/Dance <b>TO: (No Change)</b>	44,200	45,747	3,000 Act SR/D	10/1/2005 N 7/5/2005	T CU	3.50%
Moore PhD	David	FR: English <b>TO: (No Change)</b>	50,648	54,421		10/1/2005 M/N	T CU	7.45%
Morton PhD	Donald	FR: Computer Science <b>TO: (No Change)</b>	53,745	55,626		10/1/2005 N	T CU	3.50%
Murphy MFA	Michael	FR: Media Arts Director, Fine Arts <b>TO: (No Change)</b>	51,952	55,770	1,443 Act ST/CU 3,000 Act SR/CU	10/1/2005 M/N 5/23/2005 5/16/2005	T CU	7.35%

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Last	First							
Naugle PhD	David	FR: Ecosystem and Conservation Sciences TO: (No Change)	51,410	55,209	19,482 Act SR/R/CU 200 Act PM/D	10/1/2005 M/N 5/16/2005 6/19/2005	T CU	7.39%
Nie PhD	Martin	FR: Society and Conservation TO: (No Change)	51,000	52,785	800 Act SP/D 4,197 Act SR/R	10/1/2005 N 3/26/2005 5/20/2005	T CU	3.50%
Opitz PhD	David	FR: Computer Science TO: (No Change)	74,640	79,252		10/1/2005 M/N	T .75 CU	6.18%
Palmer PhD	Christopher	FR: Chemistry (Research) TO: (No Change)	61,725	63,885	29,369 Act SR/R	10/1/2005 N 5/16/2005	T .90 CU	3.50%
	Christopher	FR: Chemistry (Research) TO: (No Change)	77,500	80,213			.10 R	3.50%
Parker PhD	Keith	FR: Pharmaceutical Sciences TO: (No Change)	55,581	57,526	15,300 Act SR/D	10/1/2005 N 6/1/2005	T CU	3.50%
Parker PhD	Keith	FR: Pharmaceutical Sciences TO: (No Change)	85,500	88,493				3.50%
Patterson PhD	Michael	FR: College of Forestry and Conservation TO: (No Change)	51,343	53,140		10/1/2005 N	T CU	3.50%
Poss PhD	Mary	FR: Division of Biological Sciences TO: (No Change)	49,427	53,157	4,779 Act SR/R	10/1/2005 M/N 6/1/2005	T CU	7.55%
Prentiss PhD	William	FR: Anthropology TO: (No Change)	47,689	49,358	19,870 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Priestley PhD	Nigel	FR: Chemistry TO: (No Change)	60,148	64,253	22,793 Act SR/R	10/1/2005 M/N 5/16/2005	T CU	6.82%

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Last	First							
<b>Ravesloot MA</b>	Craig	FR: Co-Director, Rural Institute/Psychology (Research) <b>TO: (No Change)</b>	64,235	66,483		10/1/2005 N	NT .70 R FY	3.50%
<b>Reider PhD</b>	Barbara	FR: Accounting and Finance <b>TO: (No Change)</b>	79,750	82,541	<b>6,646 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	T CU	3.50%
<b>Richter MED</b>	Scott	FR: Director, Athletic Training, Health and Human Performance <b>TO: (No Change)</b>	48,780	50,487	<b>5,420 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Rillig PhD</b>	Matthias	FR: Division of Biological Sciences <b>TO: (No Change)</b>	54,699	58,613	<b>12,379 Act SR/R</b>	10/1/2005 M/N <b>6/1/2005</b>	T CU	7.16%
<b>Roberts PhD</b>	Kevan	FR: Immunology, School of Pharmacy and Allied Health Sciences <b>TO: (No Change)</b>	53,000	54,855	<b>20,084 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P R	3.50%
<b>Rosenzweig PhD</b>	R. Frank	FR: Division of Biological Sciences <b>TO: (No Change)</b>	64,360	66,613	<b>15,962 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	T .90 CU	3.50%
<b>Rosenzweig PhD</b>	R. Frank	FR: Division of Biological Sciences <b>TO: (No Change)</b>	79,810	82,603			.10 R	3.50%
<b>Sala PhD</b>	Anna	FR: Division of Biological Sciences <b>TO: (No Change)</b>	52,484	54,321	<b>10,334 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	T CU	3.50%
<b>Samuels PhD</b>	D. Scott	FR: Division of Biological Sciences <b>TO: (No Change)</b>	55,056	58,983	<b>20,864 Act SR/R</b>	10/1/2005 M/N <b>5/16/2005</b>	T CU	7.13%
<b>Schantz PhD</b>	David	FR: Social Work <b>TO: (No Change)</b>	47,558	49,223	<b>9,247 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	T CU	3.50%
<b>Schuberg MM</b>	Margaret	FR: Music <b>TO: (No Change)</b>	41,112	42,551		10/1/2005 N	T CU	3.50%

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Last	First							
Schwarze PhD	Steve	FR: Communication Studies TO: (No Change)	46,500	48,128	8,417 Act ST/CU	10/1/2005 N 5/23/2005	P CU	3.50%
Shanley PhD	Kathryn	FR: Chair, Native American Studies TO: (No Change)	79,553	82,337	2,800 DC/CU	10/1/2005 N	T CU FY	3.50%
Shay PhD	Jeff	FR: Marketing and Management TO: (No Change)	84,462	87,418	14,700 Act SR/R 1,389 Est AT/D	10/1/2005 N 5/15/2005 4/1/2005	T CU	3.50%
Sherman PhD	David	FR: Philosophy TO: (No Change)	44,936	49,009		10/1/2005 P/N	T CU	9.06%
Shields PhD	Wendy	FR: Psychology TO: (No Change)	42,505	46,493		10/1/2005 P/N	P CU	9.38%
Six PhD	Diana	FR: College of Forestry and Conservation TO: (No Change)	56,851	58,841	5,984 Act SR/R	10/1/2005 N 6/17/2005	T CU	3.50%
Smith PhD	Jerry	FR: Pharmaceutical Sciences TO: (No Change)	63,592	65,818		10/1/2005 N	T CU FY	3.50%
St. George PhD	Gregory	FR: Mathematical Sciences TO: (No Change)	52,045	53,867	5,783 Act ST/CU	10/1/2005 N 5/23/2005	T CU	3.50%
Steele PhD	Brian	FR: Mathematical Sciences TO: (No Change)	46,317	47,938	5,403 Act SR/R	10/1/2005 N 5/16/2005	T CU	3.50%
Stolle EdD	Darrell	FR: Curriculum and Instruction TO: (No Change)	47,500	49,163	28,861 Act SR/R	10/1/2005 N 5/16/2005	P .80 CU	3.50%
Stolle EdD	Darrell	FR: Curriculum and Instruction TO: (No Change)	86,500	89,528			.20 R	3.50%
Stone PhD	Emily	FR: Mathematical Sciences TO: (No Change)	58,000	60,030	13,126 Act SR/CU/D	10/1/2005 N 6/1/2005	P .79 CU .21 R	3.50%



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Last	First							
Suarez	Alirica	FR: Biomedical and Pharmaceutical Sciences (Visiting/Research) <b>TO: (No Change)</b>	45,754	47,355		10/1/2005 N	NT .85 R FY	3.50%
Sugden PhD	Kent	FR: Chemistry <b>TO: (No Change)</b>	49,565	51,300		10/1/2005 N	T CU	3.50%
Sugden PhD	Kent	FR: Chemistry <b>TO: (No Change)</b>	70,682	73,156				3.50%
Szalda-Petree PhD	Allen	FR: Psychology <b>TO: (No Change)</b>	59,986	64,086	4,999 Act ST/CU 3,500 Act SR/R	10/1/2005 M/N 5/23/2005 6/12/2005	T CU	6.83%
Tachibana PhD	Yuka	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	47,558	49,223		10/1/2005 N	T CU	3.50%
Tolleson Knee PhD	Ryan	FR: Social Work <b>TO: (No Change)</b>	46,405	48,029	5,422 Act SR/R	10/1/2005 N 6/1/2005	T .67 CU	3.50%
Tolleson Knee PhD	Ryan	FR: Social Work <b>TO: (No Change)</b>	57,233	59,236			.33 R	3.50%
Uhlenbruck PhD	Nikolaus	FR: Marketing and Management <b>TO: (No Change)</b>	86,000	89,010	7,167 Act ST/CU 12,000 Act SR/R	10/1/2005 N 5/23/2005 5/15/2005	P CU	3.50%
Valencich PhD	Trina	FR: Chemistry (Adjunct) <b>TO: (No Change)</b>	40,524	41,942	3,335 Act ST/CU 4,000 Act SR/R	10/1/2005 N 5/23/2005 7/1/2005	NT .50 CU .50 D	3.50%
Valentin PhD	Michel	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	53,345	55,212		10/1/2005 N	T CU	3.50%
von Reichert PhD	Christiane	FR: Geography <b>TO: (No Change)</b>	48,594	50,295	750 Act ST/CU	10/1/2005 N 6/27/2005	T CU	3.50%

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Last	First							
Wallace PhD	Kimberly	FR: Psychology TO: (No Change)	50,903	52,685	18,754 Act SR/R	10/1/2005 N 5/15/2005	T CU	3.50%
Waltz PhD	Jennifer	FR: Psychology TO: (No Change)	69,455	71,886		10/1/2005 N	T .82 CU	3.50%
Wasta PhD	Stephanie	FR: Curriculum and Instruction TO: (No Change)	45,094	46,672		10/1/2005 N	T CU	3.50%
Winkler ABD	Celia	FR: Sociology TO: (No Change)	47,334	50,991	3,945 Act ST/CU	10/1/2005 M/N 6/27/2005	T CU	7.73%
Yokelson PhD	Robert James	FR: Chemistry (Research) TO: (No Change)	58,293	60,333		10/1/2005 N	NT R FY	3.50%
<b>Assistant Professors:</b>								
Adams PhD	Karen	FR: Political Science TO: (No Change)	46,000	47,610	5,111 Act ST/CU	10/1/2005 N 5/23/2005	P CU	3.50%
Atkins ABD	Trent	FR: Curriculum and Instruction TO: (No Change)	45,500	47,093	3,792 Act ST/CU 15,895 Act SR/R	10/1/2005 N 6/27/2005 5/16/2005	P .60 CU	3.50%
Atkins ABD	Trent	FR: Curriculum and Instruction TO: (No Change)	75,500	78,143			.40 R	3.50%
Baldwin PhD	Julia	FR: Geology TO: (No Change)	46,000	47,610		10/1/2005 N	P CU	3.50%
Bardsley PhD	Johnathan	FR: Mathematical Sciences TO: (No Change)	45,500	47,093	5,208 Act SR/D	10/1/2005 N 6/1/2005	P CU	3.50%
Barnes MBA	Lisa	FR: Pharmacy Practice (Adjunct) TO: (No Change)	61,296	63,441		10/1/2005 N	NT CU FY	3.50%

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Last	First							
<b>Baumgartner MSW</b>	Tondy	FR: Social Work (Adjunct) <b>TO: (No Change)</b>	33,280	34,445	<b>7,396 Act ST/CU 876 Act SR/R</b>	10/1/2005 N <b>5/23/2005 5/16/2005</b>	NT CU	3.50%
<b>Beebe- Frankenberger PhD</b>	Margaret	FR: Psychology <b>TO: (No Change)</b>	45,500	47,093	5,000 BB/CU <b>5,433 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	P CU	3.50%
<b>Belz PhD</b>	John	FR: Physics and Astronomy <b>TO: (No Change)</b>	44,000	45,540	<b>11,050 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	P LWOP	3.50%
<b>Bendick PhD</b>	Rebecca	FR: Geology <b>TO: (No Change)</b>	47,000	48,645		10/1/2005 N <b>8/24/2005 CF</b>	P FR: 1.0 CU <b>TO: .50 CU .50 R</b>	3.50%
<b>Bookwalter PhD</b>	Jeffrey	FR: Economics (Adjunct) <b>TO: Assistant Professor, Economics</b>	45,500	<b>60,000</b>	<b>7,583 Act ST/CU</b>	<b>8/24/2005 5/23/2005</b>	FR: NT <b>TO: P CU</b>	31.87%
<b>Bradley - Browning MFA</b>	Nicole	FR: Drama/Dance <b>TO: (No Change)</b>	39,500	42,883		10/1/2005 M/N	P CU	8.56%
<b>Brown PhD</b>	Blakely	FR: Health and Human Performance <b>TO: (No Change)</b>	42,500	43,988	<b>4,142 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	P CU	3.50%
<b>Brown PharmD</b>	Sherrill	FR: Pharmacy Practice <b>TO: (No Change)</b>	72,500	75,038		10/1/2005 N	P CU	3.50%
<b>Burroughs MS</b>	Jennie	FR: Documents Librarian, Mansfield Library <b>TO: (No Change)</b>	36,800	38,088		10/1/2005 N	P CU FY	3.50%
<b>Calderon- Garciduenas PhD</b>	Lilian	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	70,000	72,450	<b>26,526 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P CU	3.50%
<b>Cardozo-Pelaez PhD</b>	Fernando	FR: Pharmaceutical Sciences <b>TO: (No Change)</b>	47,880	49,556	<b>18,144 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P .50 CU .50 R	3.50%

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Last	First							
<b>Carpoca MFA</b>	Alessia	FR: Drama/Dance <b>TO: (No Change)</b>	40,500	41,918		10/1/2005 N	P CU	3.50%
<b>Chung PhD</b>	Woodam	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	45,500	47,093	<b>17,242 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P CU	3.50%
<b>Cochran PhD</b>	Bryan	FR: Psychology <b>TO: (No Change)</b>	45,500	47,093	<b>5,056 Act ST/CU 1,011 Act SR/D</b>	10/1/2005 N <b>5/23/2005 6/1/2005</b>	P CU	3.50%
<b>Cody</b>	David	FR: Music <b>TO: (No Change)</b>	42,000	43,470		10/1/2005 N	P CU	3.50%
<b>Colucci PharmD</b>	Vincent	FR: Pharmacy Practice <b>TO: (No Change)</b>	75,000	77,625		10/1/2005 N	P CU FY	3.50%
<b>Condon MFA</b>	Phil	FR: Environmental Studies <b>TO: (No Change)</b>	42,500	45,988	<b>3,542 Act ST/CU</b>	10/1/2005 M/N <b>5/23/2005</b>	P CU	8.21%
<b>Conley PhD</b>	Timothy	FR: Social Work <b>TO: (No Change)</b>	45,000	46,575		10/1/2005 N	P CU	3.50%
<b>Conway PhD</b>	Lucian	FR: Psychology <b>TO: (No Change)</b>	48,000	49,680		10/1/2005 N	P CU	3.50%
<b>Cooper DMA</b>	Nancy	FR: Music (Adjunct) <b>TO: (No Change)</b>	34,905	36,127	1,600 BB/CU 800 AD/CU	10/1/2005 N	NT .55 CU	3.50%
<b>Costa ABD</b>	Bruce	FR: Accounting and Finance <b>TO: (No Change)</b>	74,763	79,380	<b>2,888 Act SR/R</b>	10/1/2005 M/N <b>7/1/2005</b>	P CU	6.18%
<b>Crone PhD</b>	Elizabeth	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	48,395	52,089	<b>11,207 Act SR/R</b>	10/1/2005 M/N <b>5/24/2005</b>	P CU	7.63%
<b>Cummings PhD</b>	Kelli	FR: Psychology <b>TO: (No Change)</b>	47,000	48,645	<b>2,474 Act SR/R</b>	10/1/2005 N <b>7/1/2005</b>	P CU	3.50%
<b>Davies PhD</b>	Wade	FR: Native American Studies <b>TO: (No Change)</b>	43,000	44,505		10/1/2005 N	P CU	3.50%

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Last	First							
Denis PhD	Daniel	FR: Psychology <b>TO: (No Change)</b>	45,000	46,575		10/1/2005 N	P CU	3.50%
Denis PhD	Daniel	FR: Psychology <b>TO: (No Change)</b>	54,000	55,890				3.50%
Dent PharmD	Larry	FR: Pharmacy Practice <b>TO: (No Change)</b>	75,000	77,625		10/1/2005 N	P CU FY	3.50%
Derry MLS	Sebastian	FR: Fine Arts Librarian, Mansfield Library <b>TO: (No Change)</b>	37,300	38,606		10/1/2005 N	P CU FY	3.50%
Dixon PhD	Kelly	FR: Anthropology <b>TO: (No Change)</b>	43,500	45,023	9,000 Act SR/R	10/1/2005 N 5/16/2005	P CU	3.50%
Douma ABD	Bambi	FR: Marketing and Management <b>TO: (No Change)</b>	74,500	79,108	8,278 Act ST/CU	10/1/2005 M/N 5/23/2005	P CU	6.19%
Dowling BA	Denise	FR: Radio/TV <b>TO: (No Change)</b>	45,408	48,997		10/1/2005 M/N	P CU	7.90%
Downs MFA	Michael	FR: School of Journalism (Adjunct) <b>TO: (No Change)</b>	42,936	44,439	2,400 Act ST/CU	10/1/2005 N 5/23/2005	NT .50 CU .50 R	3.50%
Eby PhD	Lisa	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	45,500	47,093	11,015 Act SR/R	10/1/2005 N 6/1/2005	P CU	3.50%
Economides PhD	Louise	FR: English <b>TO: (No Change)</b>	43,000	44,505	3,583 Act ST/CU	10/1/2005 N 6/27/2005	P CU	3.50%
Esslinger PhD	C. Sean	FR: Research Assistant Professor (Adjunct), Pharmaceutical Sciences <b>TO: (No Change)</b>	80,000	82,800	21,789 Act SR/R	10/1/2005 N 5/16/2005	NT .88 R	3.50%
Ezenwa PhD	Vanessa	FR: Division of Biological Sciences <b>TO: (No Change)</b>	46,500	48,128	4,650 Act SR/D	10/1/2005 N 6/1/2005	P CU	3.50%

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Last	First							
<b>Farrier EdD</b>	Merle	FR: Educational Leadership and Counseling <b>TO: (No Change)</b>	49,231	50,954	<b>18,308 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	P CU	3.50%
<b>Fehrer PhD</b>	Steve	FR: Chair, Physical Therapy <b>TO: (No Change)</b>	61,785	65,947	2,800 DC/CU <b>8,852 Act ST/CU 8,195 Act SR/R</b>	10/1/2005 M/N <b>5/23/2005 5/16/2005</b>	P CU	6.74%
<b>Firth ABD</b>	David	FR: Information Systems and Technology, School of Business Administration <b>TO: (No Change)</b>	84,500	87,458	<b>7,042 Act ST/CU 2,888 Act SR/R</b>	10/1/2005 N <b>5/23/2005 7/1/2005</b>	P CU	3.50%
<b>Fishman PhD</b>	Lila	FR: Division of Biological Sciences <b>TO: (No Change)</b>	42,500	45,988	<b>9,444 Act SR/R</b>	10/1/2005 M/N	P CU	8.21%
<b>Gabet PhD</b>	Emmanuel	FR: Geology <b>TO: (No Change)</b>	45,500	49,093	<b>9,339 Act SR/R</b>	10/1/2005 M/N <b>6/1/2005</b>	P CU	7.90%
<b>Gadkar PhD</b>	Vijay	FR: Biological Sciences (Adjunct/Research) <b>TO: (No Change)</b>	37,166	38,467		10/1/2005 N	NT R	3.50%
<b>Ghenie MSW</b>	Kerrie	FR: Social Work (Adjunct) <b>TO: (No Change)</b>	33,280	34,445	<b>8,407 Act SR/R</b>	10/1/2005 N <b>5/23/2005</b>	NT R	3.50%
<b>Goodburn PhD</b>	John	FR: College of Forestry and Conservation <b>TO: (No Change)</b>	42,733	44,229	<b>11,246 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P CU	3.50%
<b>Hahn MM</b>	Christopher	FR: Music <b>TO: (No Change)</b>	42,000	43,470	<b>750 Act SR/D</b>	10/1/2005 N <b>6/12/2005</b>	P CU	3.50%
<b>Hand PhD</b>	Carol	FR: Social Work <b>TO: (No Change)</b>	47,000	48,645		10/1/2005 N	P CU	3.50%
<b>Harper PhD</b>	Joel	FR: Geology <b>TO: (No Change)</b>	48,000	49,680	<b>20,210 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P .90 CU	3.50%

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Last	First							
Harper PhD	Joel	FR: Geology <b>TO: (No Change)</b>	60,000	62,100			.10 R	3.50%
Harris PhD	Kari Jo	FR: Pharmaceutical Sciences and Psychology (Research) <b>TO: (No Change)</b>	75,000	77,625	28,421 Act SR/R	10/1/2005 N 5/16/2005	NT R	3.50%
Herbold	Joshua	FR: Accounting and Finance <b>TO: (No Change)</b>	74,000	76,590	8,225 Act SR/R	10/1/2005 N 7/1/2005	P CU	3.50%
Hines MSLS	Samantha	FR: Media Librarian, Mansfield Library <b>TO: (No Change)</b>	36,800	38,088		10/1/2005 N	P CU FY	3.50%
Hollist PhD	Dusten	FR: Sociology <b>TO: (No Change)</b>	42,500	43,988	7,083 Act ST/CU	10/1/2005 N 5/23/2005	P CU	3.50%
Hutz EdD	Aida	FR: Educational Leadership and Counseling <b>TO: (No Change)</b>	43,500	45,023	6,042 Act ST/CU	10/1/2005 N 5/23/2005	P CU	3.50%
Itagaki MA	Lynn	FR: English <b>TO: (No Change)</b>	47,000	48,645	3,917 Act ST/CU	10/1/2005 N 6/27/2005	P CU	3.50%
Jakob ABD	Keith	FR: Accounting and Finance <b>TO: (No Change)</b>	74,763	79,380		10/1/2005 M/N	P CU	6.18%
Johnson PhD	Jesse	FR: Computer Science <b>TO: (No Change)</b>	70,500	72,968	3,711 Act SR/R	10/1/2005 N 6/1/2005	P CU	3.50%
Kimball PhD	John	FR: Flathead Lake Biological Station (Research) <b>TO: (No Change)</b>	58,978	61,042		10/1/2005 N	NT R FY	3.50%
Kimball PhD	John	FR: Flathead Lake Biological Station (Research) <b>TO: (No Change)</b>	87,800	90,873				3.50%
Kinch PhD	Ashby	FR: English <b>TO: (No Change)</b>	44,000	45,540		10/1/2005 N	P CU	3.50%

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Last	First							
Koger PhD	Gregory	FR: Political Science TO: (No Change)	44,500	46,058	3,708 Act ST/CU 2,917 Act SR/D	10/1/2005 N 5/23/2005 5/1/2005	P CU	3.50%
Kuipers PhD	Kathy	FR: Sociology TO: (No Change)	44,000	45,540		10/1/2005 N	P CU	3.50%
Lanchy PhD	Jean	FR: Division of Biological Sciences (Research) TO: (No Change)	52,000	53,820		10/1/2005 N	NT R	3.50%
Levison BS	David	FR: Physical Therapy TO: (No Change)	51,464	53,265	11,936 Act ST/CU 1,354 Act SR/R	10/1/2005 N 5/23/2005 5/16/2005	NT CU	3.50%
Li PhD	Fengru Ford	FR: Marketing and Management TO: (No Change)	70,500	72,968	2,888 Act SR/R	10/1/2005 N 7/1/2005	P CU	3.50%
Li PhD	Sheng	FR: Physical Therapy TO: (No Change)	60,000	62,100	22,737 Act SR/D	10/1/2005 N 5/16/2005	P CU	3.50%
Lorang PhD	Mark	FR: Division of Biological Sciences (Research) TO: (No Change)	56,738	58,724		10/1/2005 N	NT R	3.50%
Lorang PhD	Mark	FR: Division of Biological Sciences (Research) TO: (No Change)	87,800	90,873				3.50%
Lowe PhD	Winsor	FR: Division of Biological Sciences TO: (No Change)	45,000	46,575	10,184 Act SR/D	10/1/2005 N 6/1/2005	P .81 CU	3.50%
Major MLS	Colleen	FR: Reference Librarian, Ethnic Studies/Multicultural Coordinator, Library Sciences TO: (No Change)	37,300	38,606		10/1/2005 N	P CU FY	3.50%



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Last	First							
<b>Maloney MA</b>	Theodore	FR: Rural Institute/ Curriculum and Instruction (Research) <b>TO: (No Change)</b>	68,135	70,520		10/1/2005 N	NT .55 CU	3.50%
<b>Marks PhD</b>	Jeffrey	FR: Montana Cooperative Wildlife Research Unit (Research/Adjunct) <b>TO: (No Change)</b>	56,678	58,662		10/1/2005 N	NT .80 R FY	3.50%
<b>Martin PhD</b>	Brooke	FR: Chemistry (Research/Adjunct) <b>TO: (No Change)</b>	63,915	66,152		10/1/2005 N <b>7/1/2005 CF</b>	NT FR: 1.0 R <b>TO: .78 R</b> FY	3.50%
<b>McCann MLIS</b>	Steve	FR: Digital Projects Librarian, Mansfield Library <b>TO: (No Change)</b>	37,500	38,813		10/1/2005 N	P CU FY	3.50%
<b>McCrea MA</b>	Donna	FR: University Archivist, Mansfield Library <b>TO: (No Change)</b>	37,300	38,606		10/1/2005 N	P CU FY	3.50%
<b>McGuirl PhD</b>	Michele	FR: Division of Biological Sciences <b>TO: (No Change)</b>	41,700	43,160	<b>18,758 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P .50 CU	3.50%
<b>McGuirl PhD</b>	Michele	FR: Division of Biological Sciences <b>TO: (No Change)</b>	49,500	51,233			.50 R	3.50%
<b>McKay (Haddix) PhD</b>	Kimber	FR: Anthropology <b>TO: (No Change)</b>	42,936	44,439		10/1/2005 N	P CU	3.50%
<b>McKeown PhD</b>	Ashley	FR: Anthropology <b>TO: (No Change)</b>	45,000	46,575	<b>2,670 Act ST/D 1,500 Act SR/D</b>	10/1/2005 N <b>6/27/2005 6/1/2005</b>	P CU	3.50%
<b>McLure MLS</b>	Merinda	FR: Reference Librarian, Library Sciences <b>TO: (No Change)</b>	37,300	38,606		10/1/2005 N	P CU FY	3.50%
<b>Meissner PhD</b>	Brian	FR: Pharmacy Practice <b>TO: (No Change)</b>	67,500	69,863	<b>14,850 Act SR/D</b>	10/1/2005 N <b>5/16/2005</b>	P CU	3.50%

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Last	First							
<b>Millan DMA</b>	Luis	FR: Director of University Orchestras, Music <b>TO: (No Change)</b>	43,500	45,023		10/1/2005 N	P CU	3.50%
<b>Miller PhD</b>	Scott	FR: Division of Biological Sciences <b>TO: (No Change)</b>	42,500	43,988	<b>9,618 Act SR/R</b>	10/1/2005 N <b>6/1/2005</b>	P CU	3.50%
<b>Montauban PhD</b>	Jannine	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	42,936	44,439	<b>5,963 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	P CU	3.50%
<b>Morrison EdD</b>	Susan	FR: Psychology (Research/Adjunct) <b>TO: (No Change)</b>	45,500	47,093		10/1/2005 N	NT .54 R FY	3.50%
<b>Mulligan MEd</b>	Sarah	FR: Curriculum and Instruction (Research) <b>TO: (No Change)</b>	53,545	55,419		10/1/2005 N	NT FY	3.50%
<b>Mulligan MEd</b>	Sarah	FR: Curriculum and Instruction (Research) <b>TO: (No Change)</b>	80,500	83,318			1.0 R	3.50%
<b>Nichols ABD</b>	Charles	FR: Music <b>TO: (No Change)</b>	39,500	40,883	<b>3,292 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	P CU	3.50%
<b>Noonan PhD</b>	Curtis	FR: Epidemiology, Biomedical and Pharmaceutical Sciences/Center for Environmental Health Sciences <b>TO: (No Change)</b>	53,000	54,855	<b>20,084 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P .50 CU .50 R	3.50%
<b>Nyman PhD</b>	Adam	FR: Mathematical Sciences <b>TO: (No Change)</b>	45,500	49,093	<b>9,228 Act SR/R</b>	10/1/2005 M/N <b>5/16/2005</b>	P CU	7.90%
<b>O'Brien PhD</b>	Sean	FR: Davidson Honors College/Philosophy (Adjunct) <b>TO: (No Change)</b>	32,572	33,712	<b>5,428 Act ST/CU 5,285 Act SR/D/CU</b>	10/1/2005 N <b>5/23/2005 5/16/2005</b>	NT .50 CU	3.50%

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Last	First							
<b>Patel (Thuesen) PharmD</b>	Amanda	FR: Pharmacy Practice <b>TO: (No Change)</b>	65,500	67,793		10/1/2005 N	P CU	3.50%
<b>Pavilack PhD</b>	Joann	FR: History <b>TO: (No Change)</b>	43,000	44,505		10/1/2005 N	P CU	3.50%
<b>Pershouse PhD</b>	Mark	FR: Molecular Genetics and Toxicology, Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	48,241	49,929	<b>18,281 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P R	3.50%
<b>Pfau PhD</b>	Jean	FR: Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	45,500	47,093	<b>3,792 Act ST/CU 13,470 Act SR/R</b>	10/1/2005 N <b>6/27/2005 5/16/2005</b>	NT R	3.50%
<b>Poulsen PhD</b>	David	FR: Pharmaceutical Sciences (Adjunct/Research) <b>TO: (No Change)</b>	46,850	48,490	<b>25,579 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	NT	3.50%
<b>Poulsen PhD</b>	David	FR: Pharmaceutical Sciences (Adjunct/Research) <b>TO: (No Change)</b>	67,500	69,863			1.0 R	3.50%
<b>Putnam PhD</b>	Elizabeth	FR: Molecular Genetics and Toxicology, Pharmaceutical Sciences (Research) <b>TO: (No Change)</b>	48,241	49,929	<b>18,281 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P .50 CU .50 R	3.50%
<b>Randall PhD</b>	James	FR: Music <b>TO: (No Change)</b>	42,000	43,470		10/1/2005 N	P CU	3.50%
<b>Reimer PhD</b>	Yolanda	FR: Computer Science <b>TO: (No Change)</b>	70,500	74,968	<b>16,698 Act SR/R</b>	10/1/2005 M/N <b>5/25/2005</b>	P CU	6.34%
<b>Reisenfeld PhD</b>	Daniel	FR: Physics and Astronomy <b>TO: (No Change)</b>	47,000	48,645	<b>17,811 Act SR/R</b>	10/1/2005 N <b>5/16/2005</b>	P CU	3.50%
<b>Renner-Fahey PhD</b>	Ona	FR: Modern and Classical Languages and Literatures <b>TO: (No Change)</b>	41,500	42,953	<b>3,458 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	P CU	3.50%

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Last	First							
Romero MS	Sergio	FR: Sociology TO: (No Change)	42,000	43,470	3,500 Act ST/CU	10/1/2005 N 5/23/2005	P CU	3.50%
Saber PhD	Hashim	FR: Mathematical Sciences (Adjunct/Research) TO: (No Change)	38,692	40,046	4,000 Act O/R (Pak Proj) 4,299 Act ST/CU 1,376 Act SR/R	10/1/2005 N 5/1/2005 5/23/2005 6/1/2005	NT .53 CU	3.50%
Saber PhD	Hashim	FR: Mathematical Sciences (Adjunct/Research) TO: (No Change)	59,926	62,023			.47 D	3.50%
Saha PhD	Robin	FR: Environmental Studies TO: (No Change)	42,500	43,988		10/1/2005 N	P CU	3.50%
Seguchi PhD	Noriko	FR: Anthropology TO: (No Change)	42,500	43,988		10/1/2005 N	P CU	3.50%
Semanoff PhD	Matthew	FR: Modern and Classical Languages and Literatures TO: (No Change)	44,000	45,540		10/1/2005 N	P CU	3.50%
Shepherd PhD	David	FR: Pharmaceutical Sciences TO: (No Change)	45,500	47,093	17,242 Act SR/R	10/1/2005 N 5/16/2005	P .50 CU .50 R	3.50%
Shively PhD	David	FR: Geography TO: (No Change)	45,000	46,575		10/1/2005 N	P CU	3.50%
Smith PhD	Ronn	FR: Marketing and Management TO: (No Change)	79,000	81,765	6,583 Act ST/CU 5,156 Act SR/R	10/1/2005 N 5/23/2005 7/1/2005	P CU	3.50%
Sobieszczyk PhD	Teresa	FR: Sociology TO: (No Change)	43,500	47,023	3,625 Act ST/CU	10/1/2005 M/N 6/27/2005	P CU	8.10%
Sommers- Flanagan PhD	John	FR: Educational Leadership and Counseling TO: (No Change)	45,500	49,093		10/1/2005 M/N	P CU	7.90%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
Spencer PhD	Dan	FR: Liberal Studies (Adjunct) TO: (No Change)	30,054	31,106	2,504 Act SR/D	10/1/2005 N 6/1/2005	NT CU	3.50%
Spruell PhD	Paul	FR: Division of Biological Sciences (Adjunct/Research) TO: (No Change)	39,528	40,911		10/1/2005 N	NT R FY	3.50%
Sriraman PhD	Bharath	FR: Mathematical Sciences TO: (No Change)	46,500	50,128	5,375 Act ST/CU 3,500 Act SR/R	10/1/2005 M/N 5/23/2005 6/1/2005	P CU	7.80%
Swaney PhD	Gyda	FR: Psychology TO: (No Change)	48,241	49,929	3,500 Act ST/R 19,781 Act SR/R	10/1/2005 N 6/1/2005 5/15/2005	P .70 CU .30 R	3.50%
Tamura MFA	Teresa	FR: School of Journalism TO: (No Change)	40,500	41,918		10/1/2005 N	P CU	3.50%
Thibeau PhD	Tully	FR: Anthropology TO: (No Change)	42,936	44,439		10/1/2005 N	P CU	3.50%
Twigg MFA	Greg	FR: Media Arts (Adjunct) TO: (No Change)	35,000	35,000	7,639 Act ST/CU 523 Act O/CU (Spc Proj)	10/1/2005 N 5/23/2005 8/1/2005	NT CU	0.00%
Venema MA	Sharon	FR: School of Journalism TO: (No Change)	45,820	47,424	264 Act SR/CU	10/1/2005 N 6/15/2005	P CU	3.50%
Volkman MA	Karen	FR: English TO: (No Change)	48,000	49,680		10/1/2005 N	P CU	3.50%
Vranes PhD	Kevin	FR: Geology (Adjunct) TO: (No Change)	35,000	36,225	2,917 Act ST/CU	10/1/2005 N 5/23/2005	NT CU	3.50%
Wellenstein MSW	Charles	FR: Social Work (Adjunct) TO: (No Change)	37,023	38,319		10/1/2005 N	NT R	3.50%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
Williams PhD	Megan	FR: Liberal Studies TO: (No Change)	46,000	47,610	3,000 Act SR/D	10/1/2005 N 6/1/2005	P CU	3.50%
Williams EdD	Sandra	FR: Curriculum and Instruction TO: (No Change)	42,936	44,439	1,500 Act SR/CU	10/1/2005 N 5/16/2005	P CU	3.50%
Wiltse PhD	Jeffrey	FR: History TO: (No Change)	42,500	43,988		10/1/2005 N	P CU	3.50%
Woodruff MA	Carol	FR: College of Forestry and Conservation (Adjunct) TO: (No Change)	32,500	33,638	3,500 Act ST/CU	10/1/2005 N 5/23/2005	NT .75 CU	3.50%
Woods PhD	Scott	FR: College of Forestry and Conservation TO: (No Change)	42,215	43,693	15,997 Act SR/R	10/1/2005 N 5/16/2005	P CU	3.50%
Yoo PhD	Changwon	FR: Center for Environmental Health Sciences, Pharmaceutical Sciences/Computer Science TO: (No Change)	77,750	80,471	22,507 Act SR/R	10/1/2005 N 5/16/2005	P R	3.50%
Yoshimura PhD	Stephen	FR: Communication Studies TO: (No Change)	43,500	45,023	9,125 Act ST/CU	10/1/2005 N 7/7/2005	P CU	3.50%
Yung MS	Laurie	FR: College of Forestry and Conservation (Adjunct) TO: (No Change)	47,375	49,033	300 Act SR/D	10/1/2005 N 6/19/2005	NT .75 R FY	3.50%
<b>Instructors:</b>								
Bitar BS	Samir	FR: Modern and Classical Languages and Literatures (Adjunct) TO: (No Change)	30,000	30,000	2,296 Act ST/CU	10/1/2005 N 5/23/2005	NT .23 CU .30 R	0.00%
Brown PhD	Lynda	FR: Marketing and Management (Adjunct) TO: (No Change)	36,500	37,778	2,000 Act ST/CU	10/1/2005 N 5/23/2005	NT .50 CU	3.50%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>Cahalan MS</b>	Daniel	FR: Coordinator Ad Team, Marketing and Management (Visiting) <b>TO: (No Change)</b>	46,502	48,130	<b>6,500 Act ST/D</b>	10/1/2005 N <b>6/1/2005</b>	NT CU	3.50%
<b>Campana MA</b>	Joseph	FR: English (Adjunct) <b>TO: (No Change)</b>	32,000	33,120	<b>2,667 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%
<b>Connor MA</b>	Manolita	FR: Modern and Classical Languages and Literatures (Adjunct) <b>TO: (No Change)</b>	26,973	27,917		10/1/2005 N	NT .80 CU	3.50%
<b>DeArment MBA</b>	Heidi	FR: Marketing and Management (Adjunct) <b>TO: (No Change)</b>	32,000	33,120		10/1/2005 N	NT .50 CU	3.50%
<b>Gignoux MA</b>	Alicia	FR: Modern and Classical Languages and Literatures (Adjunct) <b>TO: (No Change)</b>	26,973	27,917		10/1/2005 N	NT CU	3.50%
<b>Gillen MEd</b>	T. Daniel	FR: Curriculum and Instruction (Adjunct) <b>TO: (No Change)</b>	26,687	27,621		10/1/2005 N	NT .69 CU	3.50%
<b>Harper-Whalen ME</b>	Susan	FR: Co-Project Director, Rural Institute/Curriculum and Instruction (Research) <b>TO: (No Change)</b>	52,000	53,820	<b>7,104 Act ST/CU</b>	10/1/2005 N <b>6/27/2005</b>	NT R FY	3.50%
<b>Johnson MS</b>	Deborah	FR: Mathematical Sciences (Research) <b>TO: (No Change)</b>	45,000	46,575		10/1/2005 N	NT R	3.50%
<b>Kerr MA</b>	David	FR: Anthropology (Adjunct) <b>TO: (No Change)</b>	33,500	34,673	<b>5,583 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%
<b>Klene MA</b>	Anna	FR: Geography <b>TO: (No Change)</b>	39,000	40,365		10/1/2005 N	P CU	3.50%
<b>Lane MS</b>	Richard	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	36,235	37,503	<b>3,061 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%

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Last	First							
Lawson ABD	Angelica	FR: Native American Studies <b>TO: (No Change)</b>	43,000	44,505	7,167 Act ST/CU	10/1/2005 N 6/27/2005	P CU	3.50%
Levitt MBA	Christopher	FR: Marketing and Management (Adjunct) <b>TO: (No Change)</b>	32,000	33,120		10/1/2005 N	NT CU	3.50%
Liikala MBA	Sherry	FR: Marketing and Management (Adjunct) <b>TO: (No Change)</b>	36,500	37,778	3,500 Act ST/CU	10/1/2005 N 6/27/2005	NT CU	3.50%
Lutz MATM	Louis	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	28,500	29,498		10/1/2005 N	NT CU	3.50%
Myers BS	Kimberly	FR: Physical Therapy <b>TO: (No Change)</b>	42,560	44,050	9,458 Act ST/CU	10/1/2005 N 5/23/2005	NT CU	3.50%
Phear MS	Nicolette	FR: College of Forestry and Conservation (Adjunct) <b>TO: (No Change)</b>	32,500	33,638	309 Act SR/CU	10/1/2005 N 6/13/2005	NT .75 R	3.50%
Reimer MA	Eric	FR: Assistant Director of Composition, English (Adjunct) <b>TO: (No Change)</b>	40,500	41,918	3,000 Act SR/R	10/1/2005 N 6/12/2005	NT CU	3.50%
Slotnick	Joshua	FR: Environmental Studies (Adjunct) <b>TO: (No Change)</b>	31,948	33,066		10/1/2005 N 7/1/2005 CF	NT FR: .28 CU .64 R <b>TO: .92 R</b> FY	3.50%
Spence	Bonnie	FR: Mathematical Sciences (Research/Visiting) <b>TO: (No Change)</b>	50,500	52,268		10/1/2005 N	NT R FY	3.50%
Stevens MA	Debra	FR: Curriculum and Instruction/Rural Institute (Research/Adjunct) <b>TO: (No Change)</b>	35,500	36,743		10/1/2005 N	NT .80 R	3.50%



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Last	First							
<b>VanDriest MBA</b>	Robert	FR: Marketing and Management (Adjunct) <b>TO: (No Change)</b>	32,500	33,638	<b>8,125 Act ST/CU 1,650 Act SR/D</b>	10/1/2005 N <b>5/23/2005 7/1/2005</b>	NT CU	3.50%
<b>Vinso PhD</b>	Joseph	FR: Accounting and Finance (Adjunct) <b>TO: (No Change)</b>	56,055	58,017		10/1/2005 N	NT .45 CU	3.50%
<b>Wittekiend MEd</b>	Phillip	FR: Curriculum and Instruction (Adjunct) <b>TO: (No Change)</b>	43,000	44,505	<b>7,167 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%
<b>Wright MBA</b>	Ryan	FR: Management and Marketing (Adjunct) <b>TO: (No Change)</b>	38,812	40,170		10/1/2005 N	NT CU FY	3.50%
<b>Zuuring MATM</b>	Barbara	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	28,282	29,272		10/1/2005 N	NT CU	3.50%
<b>Lecturers:</b>								
<b>Fern MS</b>	Lauren	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	32,500	33,638	<b>2,708 Act ST/CU 2,000 Act ST/R</b>	10/1/2005 N <b>5/23/2005 6/13/2005</b>	NT CU	3.50%
<b>Freeman PhD</b>	David	FR: Pharmaceutical Sciences (Adjunct) <b>TO: (No Change)</b>	57,683	59,702		10/1/2005 N	NT CU	3.50%
<b>Kia PhD</b>	Ardeshir	FR: Geography <b>TO: (No Change)</b>	34,831	36,050	<b>6,305 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT .67 CU .33R	3.50%
<b>O'Conner MS</b>	Michael	FR: Computer Science (Adjunct) <b>TO: (No Change)</b>	36,550	37,829		10/1/2005 N	NT CU	3.50%
<b>Roscoe MEd</b>	Matt	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	31,500	32,603		10/1/2005 N	NT CU	3.50%
<b>Souza PhD</b>	Regina	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	34,000	35,190		10/1/2005 N	NT CU	3.50%

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Last	First							
<b>Teutli MA</b>	Brisa	FR: Modern and Classical Languages and Literatures (Adjunct) <b>TO: (No Change)</b>	32,500	33,638		10/1/2005 N	NT CU	3.50%
<b>Thompson PhD</b>	Holly	FR: Chemistry (Adjunct) <b>TO: (No Change)</b>	39,000	40,365	<b>3,250 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%
<b>Toth MA</b>	Susan	FR: Curriculum & Instruction/Rural Institute (Visiting) <b>TO: (No Change)</b>	40,012	41,412		10/1/2005 N	NT R	3.50%
<b>Ulsafer PhD</b>	Carol	FR: Mathematical Sciences (Adjunct) <b>TO: (No Change)</b>	34,000	35,190	<b>3,778 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%
<b>Westphal PhD</b>	Kathleen	FR: Division of Biological Sciences (Adjunct) <b>TO: (No Change)</b>	41,000	42,435	<b>4,556 Act ST/CU</b>	10/1/2005 N <b>5/23/2005</b>	NT CU	3.50%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>63,608,744</b>	<b>66,991,057</b>				<b>5.32%</b>
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other	<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary	<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties	<b>EXTRA COMP LEGEND:</b> est = Estimated act = Actual GA = Grant administration ST = summer teaching SR = summer research AT = Additional AY teaching AR = Additional AY research SP = Speaking PM = Project management O = Other (must specify)		
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								

September 21-23, 2005

**ITEM 128-1003-R0905**                      **Authorization to confer the Title of Executive Assistant to the President /University Executive Vice President Emeritus upon Robert F. Frazier; The University of Montana-Missoula**

**THAT:**                                              Bob Frazier, whose 27 year career with the Montana University System in several capacities at Montana State University and The University of Montana, culminating in his role as Executive Assistant to the President/ University Executive Vice President for The University of Montana, merits the appreciation and commendation of the Board of Regents of The Montana University System, and has earned Emeritus status from The University of Montana.

**EXPLANATION:**                                      Bob Frazier began his career with the Montana University System in 1978 and served 15 of those years on the campus of The University of Montana in Missoula. After reorganization of the University System, he also served the campuses in Butte, Dillon, and Helena, and concluded his career with a dual appointment for both Missoula and Helena. Bob Frazier served in a variety of capacities during the 27-year time span, including student services, foundation staff, leader of a state-wide mill levy campaign, research and sponsored programs, and on the four-campus Executive Council of The University of Montana.

The programs he administered earned recognition regionally and nationally for quality and innovation. Marketing flourished under his guidance and received over seventy regional, national, and international awards, including the Best of Show from the National Admissions Marketing Report, the Grand Crystal Award from CASE, and The Beacon Award from American Education Publishers.

His oversight of trademarks and licensing produced new trademarks for The University of Montana and increases in sales and royalties by some 1,200 percent. Annual royalties from Grizzly Licensed products rank among the highest annual royalties paid to any campus of the Montana University System for a patent or trademark. He also developed "Griz Gear," the first University private label clothing line in America. The trademarks and licensing program earned the designation as a "Model Program" by the Collegiate Licensing Company, received numerous awards and appeared in several laudatory articles in national magazines for "Griz Gear," and won the NCAA's Synergy

Award for Program of the Year in 2001 by the National Collegiate Licensing Association.

Under Frazier's oversight, Printing and Graphics on the Missoula campus received a number of awards for excellence in design and printing. In 2004, he oversaw the development of The University of Montana Press and co-produced its first hard-bound book entitled Charles Fritz, an Artist with the Corps of Discovery. The book received national recognition from American Education Publishers and serves as the companion publication for the Montana Museum of Art and Culture's national touring exhibit.

Frazier's work with Montana Public Radio and Montana Public Broadcasting System saw rapid expansion of Montana PBS, development of digital and satellite delivery systems, and a growing market for Montana-produced shows. Montana Public Radio attained its highest ever rating and fundraising levels during these years.

As a lobbyist, Frazier contributed in numerous areas over the years for both the University System and the Executive branch of State Government. His work received approval citations from organizations such as the National Council of State Legislatures, American Public Welfare Association, various health care and insurance organizations and national public service organizations. His support for public service led him to become a founding member of the Board of the Montana Conservation Corps and resulted in the Jefferson Award from the American Institute for Public Service.

Given his numerous and steadfast contributions to higher education and the State of Montana over 27 years, The University of Montana recommends Bob Frazier for Emeritus status.

September 21-23, 2005

**ITEM 128-1004-R0905                      Authorization to Confer the  
Title of Associate Professor Emeritus of Library Science  
upon Christopher G. Mullin; The University of Montana-  
Missoula**

**THAT:** Christopher G. Mullin, Associate Professor of Library Services and Head of Special Collections, in his 36 years of dedicated service to The University of Montana and to the State of Montana, has merited the commendation of the Board of Regents of the Montana University System, and has earned the title of Associate Professor Emeritus.

**EXPLANATION:** Associate Professor Mullin earned his B.A. degree in History (1968) and his M.A. in Librarianship (1969) from the University of Washington. He joined the faculty of Maureen and Mike Mansfield Library in the fall of 1969.

During his years of service at the Mansfield Library, Associate Professor Mullin committed himself to providing exceptional reference service and instruction to students and scholars. His successful efforts to add depth and breadth to the University's special collections will serve as a living legacy to current and future library users, for his collection development activities have secured unique holdings that have come to define The University of Montana Libraries. As the individual responsible for undertaking the digitization of rare Montana publications, Professor Mullin's initiative has enabled students and citizens to have unfettered electronic access to historical publications owned by only a few libraries in Montana and the nation. His foresight in undertaking the state's first significant digital project set the standard for other libraries in Montana to emulate.

Associate Professor Mullin's University service remains broad as well as deep, and he served on a number of meaningful Library, Faculty Senate, and University committees. His involvement in advising and his work with the Montana Library Association has been substantial. His interaction with the State Library of Montana led to a successful grant opportunity for Mansfield Library. His efforts with alumni of the University and friends of the Library have secured several rare and expensive books for Special Collections

For these accomplishments, and for his truly remarkable commitment to providing students and scholars at The University of Montana with skills sets, knowledge and research materials

THAT:

that they need, the faculty of the Maureen and Mike Mansfield Library recommended without equivocation the commendation of the Board of Regents and the title of Associate Professor of Library Services Emeritus for Christopher G. Mullin.

September 21-23, 2005

**ITEM 128-1005-R0905**                      Authorization to  
Confer the Title of Professor Emeritus of  
Business Administration upon Maureen J.  
Fleming; The University of Montana-Missoula

**THAT:**                                              Maureen J.  
Fleming, Professor of Management, in her 34 years of dedicated service to The University of Montana and to the State of Montana, has merited the appreciation and commendation of the Board of Regents of the Montana University System, and has earned recognition as Professor Emeritus of Business Administration.

**EXPLANATION:**                                              In 1969, Professor Fleming received her Ph.D. in counseling psychology from Southern Illinois University. She joined the Department of Management at The University of Montana in 1971. She was promoted to Professor in 1981, and served as Chair of the Department of Management from 1977 to 1981. Hundreds of students in the School of Business Administration know Dr. Fleming as the Director of the School's Internship Program, which she guided for 25 years.

Dr. Fleming worked on many University committees, including the Women's Ad Hoc Committee, Faculty Senate Executive Committee, Native American Studies Advisory Committee, Search Committees for the President, the President's Executive Assistant, and the Associate Provost, and as the Faculty Senate representative for the search committee for the Commissioner of Higher Education. Also, she served on the boards of Bikecentennial, Montana Technology Companies, Montana Energy Research and Development Institute, the State of Montana Board of Investments, and the Governor's Management Development Advisory Council Foundation for Area Agency on Aging. Among her many committee memberships were the State of Montana Department of Administration Personnel Study Commission and their advisory council for management training. She gave presentations and

training sessions to groups throughout the U.S. and the state, including the Western Montana Chapter of the National Association of Accountants, Opportunity Workshop, Montana Power Company, Missoula Chamber of Commerce, St. Patrick Hospital, the Associate for Global Business, National Conference of the Association of Management, as well as through UM's Continuing Education Office.

Dr. Fleming's experience includes the international arena. Since 1988, she has been a Permanent Visiting Professor of Management at NanKai University in Tianjin, China. She was an Invited Lecturer to Petaling Jaya Community College in Kuala Lumpur, Malaysia and NanKai University, Tianjin, China. Her publications are in the *North American Business Journal*, the *Journal of Teaching in International Business*, the *Journal of Global Business*, and the *Journal of Education for Business*.

During her UM career, Professor Fleming was nominated for participation in the AACSB Sears Foundation Federal Faculty Fellowship Program, the Mountain Bell Exchange Program, and the Burlington Northern Outstanding Teaching Award. She was runner-up for Silent Sentinel's Most Inspirational Teacher award and received the Women Helping Women award of Soroptimist International of Missoula, the inaugural Distinguished Service to International Education Award, the Outstanding Academic Advising Award, the John Ruffatto Memorial Award, and the Distinguished Teaching Award.

Throughout her career at The University of Montana, Dr. Maureen J. Fleming served UM and the community with distinction. In this dedicated service, she has earned the respect of her students, colleagues, and associations throughout the University and the State of Montana. The Board and the University are grateful.



September 21-23, 2005

**ITEM 128-1006-R0905**                      Authorization to Confer the  
Title of Professor Emeritus of Biomedical and  
Pharmaceutical Sciences upon Charles L. Eyer; The  
University of Montana-Missoula

**THAT:**                                              Charles L. Eyer, Professor of Pharmaceutical Sciences, in his 31 years of dedicated service to The University of Montana and to the State of Montana, has merited the appreciation and commendation of the Board of Regents of the Montana University System, and has earned recognition as Professor Emeritus of Biomedical and Pharmaceutical Sciences.

**EXPLANATION:**                                              Dr. Eyer received his Ph.D. in Pharmacology at Washington State University in 1976. His appointment as an Assistant Professor at The University of Montana began in 1974; he was promoted to Associate Professor in 1980 and full Professor in 1986. He taught a wide variety of courses, trained graduate students, procured external funding, collaborated with scientists in the pharmaceutical industry, and performed a significant amount of service both at the state level, for the Montana Academy of Sciences (President in 2001), and at the national level, for the American Association of Colleges of Pharmacy (AACP). He served on the Board of Directors (1995-96) for the AACP, Chair of the Academic Sections Coordinating Committee (1995-96), and Chair of the Biological Sciences Division.

Professor Eyer contributed to The University of Montana and the State of Montana in his support of students' learning at the undergraduate and graduate level, as well as state professionals through continuing education endeavors. He served as the Director of the Montana State Science Fair (1986) and Exchange Club liaison and fundraiser for the Science Fair. He received the Teacher of the Year Award for the School of Pharmacy and Allied Health Sciences pharmacy program in 2001-2002.

During his tenure at The University of Montana, Dr. Eyer conducted funded research in areas related to heart disease and injury, stroke, and neurotoxicity, as well as an NIH Area Grant in the toxicology of organotins. He published in a broad spectrum of journals, some with a heavy research emphasis, some with a pharmacy professional orientation, and still others with an educational or academic emphasis, including *Brain Research*, *Journal of Neurochemistry*, and *Journal of Toxicology and*

*Environmental Health.*

For these and other contributions, Dr. Eyer merits the respect and appreciation of students, colleagues, and associations throughout the University, the State of Montana, and the nation.

September 21-23, 2005

**ITEM 128-1010-R0905**                      Authorization to Confer the  
Title of Professor Emeritus of Music upon Thomas Cook; The  
University of Montana-Missoula

**THAT:**                                              Thomas Cook, Professor of Music, in his 25 years of dedicated service to The University of Montana and to the State of Montana, has merited the appreciation and commendation of the Board of Regents of the Montana University System, and has earned recognition as Professor Emeritus of Music.

**EXPLANATION:**

Professor Cook joined The University of Montana music faculty in autumn of 1979 as an Assistant Professor of Trumpet and Director of Bands, following ten years of teaching at Central College, Pella, Iowa. He has had a distinguished career at The University of Montana and has maintained a record of excellence in teaching, research/creative activity and service.

As Director of Bands, Professor Cook was responsible for reactivating a marching band program and established the UM Concert Band Festival, which brings more than thirty bands from across the state of Montana and the Rocky Mountain West to campus each year to work with nationally recognized clinicians. Professor Cook's work in supervising instrumental music student teachers has left a legacy of outstanding band directors throughout the nation. During the decade prior to fall semester 2002, he also served with distinction as Chair of the Department of Music, guiding the Department through a successful accreditation review by the National Association of Schools of Music (NASM). Professor Cook has been the Montana State Chairman for the College Band Directors National Association, Divisional Chair Elect for the National Association of Schools of Music, President of the Montana Music Educators Association (MMEA) and the Montana Bandmasters Association.

In recognition of his outstanding service to the state of Montana and for his lifelong commitment to music education, Professor Cook received the MMEA Leadership award in 2002 and the MMEA Distinguished Service Award in 2004. In 2005, he received the Outstanding Music Educator Award for Montana by the National Association of Interscholastic School Administrators. He continues to keep The University of Montana high in his life's priorities.

Professor Cook has provided significant contributions to the

THAT:

Department of Music, the School of Fine Arts, The University of Montana, and the profession. He merits recognition and appreciation for his considerable service to The University of Montana and the State of Montana.

September 21-23, 2005

**ITEM 128-1011-R0905**                      **Authorization to Confer the Title of Professor Emeritus of Music upon Esther England; The University of Montana-Missoula**

**THAT:**                                              Esther England, Professor of Music, in her 35 years of outstanding service to The University of Montana and to the State of Montana, has earned the appreciation and commendation of the Board of Regents of the Montana University System, and merits recognition as Professor Emeritus of Music.

**EXPLANATION:**

Professor Esther England graduated from The University of Montana with a Bachelor of Arts in Music with high honors in 1966. Following graduation, she trained with the Musikhochschule München and obtained additional language training at the Goethe Institut before returning to The University of Montana in 1969 as a voice teacher, performer, Opera Workshop Director, and Music Director.

Dr. England founded and for 13 years directed the Western Montana Community Opera Workshop, and has served as Musical Director for both the UM Department of Drama/Dance and Missoula Children's Theatre musical productions. A number of her voice students throughout her teaching career have gone on to major career in musical theatre and opera, both in the United States and in Europe. Many of her former students teach in high schools and colleges throughout the United States.

In recognition of her many years of teaching excellence, Professor England received The University of Montana Distinguished Teaching Award in 1998 and the CASE Professor of the Year Award for Montana in 2002.

In addition to these outstanding accomplishments as a performer and educator, Professor England served ten years as Associate Dean for the School of Fine Arts. She continues to keep The University of Montana high in her life's priorities and has established a scholarship for outstanding vocal performance majors.

Professor England has provided significant contributions to the Department of Music, the School of Fine Arts, The University of Montana, and the profession. She warrants recognition for her accomplishments and service with the title of Professor Emeritus of Music.

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Badovinac BS</b>	John	Controller/Business Manager	67,940	70,318		10/1/05	NT CU	3.50%
<b>Baertsch BS</b>	Brad	Senior Admissions Counselor	22,500	23,288	971 O	10/1/05 6/1/05-8/31/05	NT CU	3.50%
<b>Baker MS</b>	Jane	Dean, College of Technology	75,977	78,636		10/1/05	NT CU	3.50%
<b>Barnett MEd</b>	Lee	Counselor/Career Development Coordinator	37,264	38,568		10/1/05	NT CU .8 R .2	3.50%
<b>Beatty MA</b>	Paul	Dean of Students	57,824	59,848		10/1/05	NT CU	3.50%
<b>Becky BS</b>	Celestine	Assistant Director of Admissions-- North Campus	25,500	26,393	971 O	10/1/05 5/30/05-8/31/05	NT CU	3.50%
<b>Cameron MS</b>	Marilyn	Coordinator, Environmental Health & Safety	41,244	42,688		10/1/05	NT D	3.50%
<b>Campeau BA</b>	Tony	Director of Admissions & Recruitment	49,000	50,715		10/1/05	NT CU	3.50%
<b>Dickerson BS</b>	Leslie	Assistant Director of Admissions-- COT	26,120	27,035		10/1/05	NT CU .75	3.50%
<b>Hansen BS</b>	Holly	Director of Information Servces	55,360	57,298		10/1/05	NT D	3.50%
<b>Johnson BS</b>	Edwin	Registrar & University Associate Dean; Director of Summer School	54,086	55,979		10/1/05	NT CU	3.50%
<b>Kreysler BS</b>	Molly	Director of Residence Life	34,000	35,190		10/1/05	NT A	3.50%
<b>Kukay BS</b>	Mike	Director of Network Computer Services	52,983	54,837		10/1/05	NT D	3.50%
<b>Lee BS</b>	Michael	Director, New Media	45,500	47,093		10/1/05	NT D .73 R .27	3.50%

## ITEM 128-1500-R0905; Staff; Montana Tech of The University of Montana

September 29-30, 2005

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>Luft BS</b>	Jeni	Bookstore Director	38,440	39,785		10/1/05	NT A	3.50%
<b>McCoy BS</b>	Peggy	Director of Alumni Relations	38,000	39,330		10/1/05	NT CU	3.50%
<b>McMillan BS</b>	Marlene	Coordinator of General Accounting & Operating Systems	40,616	42,038		10/1/05	NT CU	3.50%
<b>Meyer BS</b>	Luke	Admissions Counselor	20,750	21,476		10/1/05	NT CU	3.50%
<b>Nelson MS</b>	Carmen	Assistant to the Chancellor	35,000	36,225		10/1/05	NT CU	3.50%
<b>O'Neill MEd</b>	A. Joyce	Counselor	36,500	37,778		10/1/05	NT CU .50	3.50%
<b>Peterson BS</b>	Margaret	Director of Budgets & Human Services	56,501	58,479		10/1/05	NT CU	3.50%
<b>Pylypuw BS</b>	Richard	Staff Assistant, Physical Facilities	39,174	40,545		10/1/05	NT CU	3.50%
<b>Richardson BS</b>	Michael	Director of Financial Aid	51,814	53,627		10/1/05	NT CU	3.50%
<b>Schmidt BA</b>	William	Manager, System Software & Networks	47,691	49,360		10/1/05	NT CU	3.50%
<b>Scott MS</b>	David	Director of Public Relations	35,000	36,225		10/1/05	NT CU	3.50%
<b>Shea BS</b>	John	Director of Physical Facilities	62,288	64,468		10/1/05	NT CU	3.50%
<b>Suttey BA</b>	Eletha	Co-Director, Learning Resource Center	39,899	41,295		10/1/05	NT CU .83	3.50%
<b>Tait BS</b>	Chase	Asst. Men's BB Coach/JV BB Coach; Golf Coach	21,084	21,822	2,000 AD	10/1/05	NT CU .83	3.50%
<b>Tregidga BS</b>	Bernadette	Assistant Director of Information Services	42,952	44,455		10/1/05	NT D	3.50%
<b>Van Nuland MEd</b>	Chris	Director of Student Union & Student Activities	35,500	36,743		10/1/05	NT A	3.50%

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Last	First							
Verlanic BS	Amy	Director of Technical Outreach	48,694	50,398		10/1/05	NT R .82 CU .18	3.50%
Whitaker BS	Rufus	Campus Recreation & HPER Complex Director	29,300	30,326		10/1/05	NT D .14 A .86	3.50%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Abbott EdD	Douglas	Dean, College of HSS & Business & Information Technology	73,000	75,554	5,280 ST	10/1/05 5/31/05-8/05/05	T CU	3.50%
Coe PhD	Douglas	Dean, College of Mathematics & Sciences	72,500	75,037		10/1/05	T CU	3.50%
Figueira PhD	Joseph	Associate Vice Chancellor for Academic Affairs & Research; Dean of the Graduate School; Assoc. Professor, Geophysical Engineering	85,436	88,426		10/1/05	NT CU .33 D .67	3.50%
Gilmore PhD	W. Franklin	Chancellor & University Executive VP; Professor, Chemistry	126,700	131,100		10/1/05	T CU	3.47%
Knudsen PhD	H. Peter	Dean, School of Mines & Engineering	92,000	95,221		10/1/05	T CU	3.50%
Noni MLIS		Reference Librarian; Assistant Professor	35,500	36,743		10/1/05	P CU	3.50%
Patton PhD, PE	Susan	Vice Chancellor Academic Affairs & Research; University Assoc Provost; Assoc Professor, Mining Engineering	98,500	101,948		10/1/05	T CU	3.50%
St. Clair MLS	Ann	Library Director; Associate Professor	56,500	58,478		10/1/05	P CU	3.50%
VanDaveer MS	Karen	Director of Nursing, Associate Professor, Health Sciences	80,883	83,714		10/1/05	T CU .92	3.50%
<b>(C) FACULTY; Professors</b>								
Amtmann EdD	John	Safety, Health & Industrial Hygiene	52,541	52,541	220 AR	6/15/2005	T CU	0.00%
Appleman PhD	Richard	Environmental Engineering	70,059	72,511		10/1/05	T CU	3.50%



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Last	First							
<b>Cameron PhD</b>	Douglas	Dept. Head, HCI Program & Chemistry	49,791	49,791	5,000 DC 200 AR 11,065 SR	8/18/05 6/15/05 5/16/05-8/15/05	T CU	0.00%
<b>Carter PhD</b>	David	Professional & Technical Communication	52,973	52,973	7,920 ST	5/31/05-7/01/05	T CU	0.00%
<b>Drew PhD</b>	Douglas	Chemistry & Geochemistry	62,022	62,022	5,280 ST	5/31/05-7/01/05	T CU	0.00%
<b>Drury PhD PE</b>	William	Environmental Engineering	60,550	62,669		10/1/05	T Sabbatical Leave CU .67	3.50%
<b>Friel PhD PE</b>	Leroy	General Engineering	76,144	78,809	2,640 ST	10/1/05 7/5/05-8/5/05	T CU	3.50%
<b>Ganesan PhD</b>	Kumar	Dept Head, Environmental Engineering	70,206	70,206	2,500 DC 1,460 SR 9,750 SR	5/15/05-5/30/05 5/17/05-7/04/05	T CU	0.00%
<b>Gerbrandt PhD</b>	Herold	General Engineering	62,358	64,541		10/1/05	T Sabbatical Leave CU .67	3.50%
<b>Hobbs PhD</b>	David	Professor, Chemistry & Geochemistry	50,694	50,694	12,186 SR	6/01/05-7/29/05	T Sabbatical Leave CU .67	0.00%
<b>Jacobson PhD</b>	Larry	Liberal Studies	53,975	53,975	5,280 SR	5/31/05-7/01/05	T CU	0.00%
<b>James PhD</b>	Rodney	Environmental Engineering	77,326	80,032		10/1/05	T CU	3.50%
<b>Link PhD</b>	Curtis	Geophysical Engineering (Dept Head 1st sem)	59,569	59,569	1250 DC 305 ST	8/18/05-12/31/05 5/16/05-6/25/05	T (Sabbatical 2nd sem) CU .83	0.00%
<b>Macgregor PhD</b>	William	Professional & Technical Communication	51,073	51,073	400 AR	6/15/2005	T CU	0.00%

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Last	First							
MacLaughlin PhD	Mary	Geological Engineering	59,469	61,550	800 AR	10/1/05 6/15/05	T Sabbatical Leave CU .67	3.50%
McNearney PhD	Richard	Mining Engineering	68,985	71,399		10/1/05	T CU O	3.50%
Mitman PhD	Grant	Biological Sciences	50,265	50,265	4,500 ST 1,760 ST	6/19/05-7/29/05 6/4/05-6/12/05	T CU	0.00%
Munday PhD	Pat	Professional & Technical Communication	49,930	49,930	2,640 ST	5/23/05-6/9/05	T CU	0.00%
Peterson PhD	Holly	Environmental Engineering	63,560	65,785	5,856 SR	10/1/05 5/16/05-6/30/05	T CU	3.50%
Ray PhD	John	Liberal Studies	56,538	56,538	4,400 ST	5/31/05-7/1/05	T CU	0.00%
Rossi PhD	Richard	Dept Head, Mathematical Sciences	58,339	58,339	2,500 DC 1,500 AR	12/1/04-5/1/05	T CU	0.00%
Schahczenski PhD	Celia	Dept Head, Computer Science	62,487	62,487	2,500 DC 200 AR	6/15/2005	T CU	0.00%
Sholes PhD	Mark	Geological Engineering	65,274	65,274	3013 ST	5/16/05-6/25/05	T CU	0.00%
Spath PhD	William	Program Manager, HPER; Safety Health & Industrial Hygiene	53,704	53,704	4,400 ST	5/31/05-7/01/05	T CU	0.00%
Spear PhD	Terry	Dept Head, Safety, Health & Industrial Hygiene	53,609	53,609	2,500 DC 1,560 SR	6/1/05-8/30/05	T CU	0.00%
Speece PhD EIT	Marvin	Geophysical Engineering (Dept Head 2nd sem)	60,735	62,861	1,250 DC 1,557 ST	5/16/05-6/25/05	T (Sabbatical 1st sem) CU .83	3.50%
Stierle PhD	Donald	Chemistry & Geochemistry; Rose & Anna Busch Professorship	58,050	58,050	17,934 SR	6/1/05-7/31/05	T CU O	0.00%

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Last	First							
<b>Trudnowski PhD PE</b>	Daniel	General Engineering	60,875	63,006	200 AR 11,005 SR 2,000 SR	10/1/05 6/15/05 6/1/05-7/31/05 7/1/05-7/31/05	T CU	3.50%
<b>Wahl PhD</b>	Neil	Acting Dept. Head, General Engineering	68,280	70,670	2,500 DC	10/1/05	T CU	3.50%
<b>Weight PhD</b>	Willis	Geological Engineering; Anaconda Professorship	64,235	66,483	1,750 ST	10/1/05 6/27/05-6/28/05	T CU O	3.50%
<b>Wolfgram PhD PE PG</b>	Diane	Dept Head, Geological Engineering	63,560	65,785	2,500 DC 2,934 ST	10/1/05 5/16/05-6/25/05	T CU	3.50%
<b>Associate Professors:</b>								
<b>Crowley EdD</b>	John	Dept Head, Liberal Studies	41,970	41,970	50 AR 5,280 ST	6/15/05 7/05/05-8/05-05	T CU	0.00%
<b>Evans MS</b>	John	Dept Head, Petroleum Engineering	64,916	67,188	2,500 DC 10,000 SR 10,000 AR	10/1/05 5/15/05-8/15/05 8/16/05-11/30/05	P CU O	3.50%
<b>Handley MS</b>	James	Mathematical Sciences	47,971	47,971	5,280 ST	7/5/2005-8/5/05	T CU	0.00%
<b>Jensen PhD</b>	Roger	Safety, Health & Industrial Hygiene	51,153	52,943	200 SR 1,200 ST 1,190 ST	10/1/05 6/15/05 5/31/05-8/5/05 7/1/05-6/30/06	T CU	3.50%
<b>Kober MBA</b>	Tim	Dept Head, Business & Information Technology	49,833	49,833	2,500 DC 7920 ST	8/18/05 5/31/05-8/05/05	T CU	0.00%
<b>Kuenzi PhD</b>	Amy	Biological Sciences	47,000	47,000	800 AR	6/15/2005	P CU .50	0.00%
<b>Madigan PhD</b>	Bruce	General Engineering	52,500	54,338	9,000 SR	10/1/05 6/15/05-8/15/05	P CU	3.50%
<b>Mannix MS</b>	Gary	Computer Science	48,278	49,968		10/1/05	T CU	3.50%
<b>Oldenkamp JD</b>	Roger	Business & Information Technology	53,500	53,500	2,640 ST	5/16/05-5/27/05	P CU	0.00%

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Poole PhD	Michael	Mathematical Sciences	57,053	57,053	8,800 ST	5/31/05-8/5/05	T CU	0.00%
Shirk PhD	Henrietta	Dept Head, Professional & Technical Communication	48,000	48,000	2,500 DC 200 AR 5,280 ST	8/18/05 6/15/05 5/31/05-8/5/05	P CU	0.00%
Todd PhD	Charles	Mathematical Sciences	47,971	47,971	5,280 ST 600 AR 800 SR	5/31/05-7/01/05 2/05 and 4/05 5/1/05-7/1/05	T CU	0.00%
Toivonen MS	Virginia	Mathematical Sciences Co-Director, TLC	53,303	55,168	4,000 AR 3,520 ST	10/1/05 6/1/05-8/30/05 5/31/05-7/01/05	T CU	3.50%
<b>Assistant Professors:</b>								
Amtmann MS	Kelly	Health Sciences	42,696	44,190	6,160 ST	10/1/05 5/31/05-8/05/05	T CU	3.50%
Apple PhD	Martha	Biological Sciences	43,000	43,000	400 AR 5,660 AR	6/15/05 1/01/05-7/01/05	P CU	0.00%
Brophy MS	Maureen	Health Sciences	49,087	50,805		10/1/05	T CU	3.50%
Conrad PhD	Paul	Mining Engineering	55,500	57,443		10/1/05	P CU O	3.50%
Donovan PhD PE	Richard	General Engineering	50,257	52,016	200 AR 5000 SR 5000 SR 5000 SR	10/1/05 6/15/05 5/18/05-6/15/05 6/16/05-7/15/05 7/16/05-8/15/05	P CU	3.50%
Faroni-Hart MS CIH	Julie	Safety, Health & Industrial Hygiene	49,461	49,461	3,000 ST 1,029 SR	5/31/05-8/5/05 5/01/05-6/01/05	P CU	0.00%
Farrell MS CNM	Rae	Health Sciences	39,196	40,568		10/01/05		3.50%
Gazioglu Ph.D.	Suzan	Mathematical Sciences	46,800	46,800	2,460 ST	7/05/05-8/05/05	P CU	0.00%

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Girard MS	James	Geophysical Engineering	42,285	43,765	200 AR	10/1/05 6/15/05	P CU	3.50%
Glassy PhD	Louis	Computer Science	51,500	51,500	4,000 AR	7/01/05-7/29/05	P CU	0.00%
Hoffman PhD FE	Todd	Petroleum Engineering	55,000	56,925	6,000 SR	10/1/05 7/01/05-8/31/05		3.50%
Holland MSN	Shannon	Health Sciences	39,196	40,568			P CU	3.50%
Johnson MS	Mike	Business & Information Technology	47,000	47,000	5,280 ST	7/5/05-8/5/05	P CU	0.00%
McIntosh MN	Allison	Health Sciences	40,696	42,120		10/1/05	P CU	3.50%
Metesh MS	Edward	Dept. Head, IT&D	50,300	50,300	4,950 ST	5/31/05-7/1/05	T CU	0.00%
North-Abbott MS	Mary	Petroleum Engineering	52,000	52,000	3,000 ST 5,000 SR 3,000 SR	6/1/05-7/31/05 4/1/05-5/31/05 7/1/05-8/31/05	P CU O	0.00%
Patton MS	Philip	Mining Engineering	51,969	53,788	4,933.20 AR	10/1/05 2/7/05-7/31/05	P CU	3.50%
Pedulla PhD	Marisa	Biological Sciences	45,000	46,575	2,500 SR	10/1/05 7/1/05-8/17/05	P R	3.50%
Young MSN	Miriam	Health Sciences	39,696	41,085		10/1/05	P CU	3.50%
<b>Instructors:</b>								
Bauer BS	Michael	Instructor; Head Men's Basketball Coach	35,500	36,743	1,030 O 1,800 O	10/1/05 5/16/05-8/13/05 7/18/05-7/22/05	NT CU	3.50%
Cohlhepp MS	John	Level III, Automotive Technology Program-COT	46,814	48,452		10/1/05	T CU	3.50%
Crowther MS	Brian	Level II, Business Program-COT	34,512	35,720	1,000 SA 2,310 ST 300 AT	10/1/05 5/31/05-7/1/05 1/19/05-5/13/05	P CU	3.50%

## ITEM 128-1500-R0905; Staff; Montana Tech of The University of Montana

September 29-30, 2005

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<b>Gentile MS</b>	Andrew	Instructor; Lab Director, General Engineering	40,557	40,557	2,000 SR	6/15/05-7/15/05	NT CU	0.00%
<b>Granger BA</b>	Linda	Level II; Dept Head, Business Program-COT	37,808	39,131	2,500 DC 2,460 ST	10/1/05 5/31/05-7/01/05	T CU	3.50%
<b>Green MA</b>	Robert	Instructor; Head Football Coach; A.D., HPER	61,100	63,239	3,200 O	10/1/05 6/10/05-6/19/05	NT CU	3.50%
<b>Holsinger BS</b>	Brian	Instructor; Head Women's Basketball Coach	34,000	35,190	3,400 O	10/1/05 7/01/05-7/31/05	NT CU	3.50%
<b>Larson MS</b>	Jeanne	Director of Environmental Engineering & Natural Sciences Labs	38,050	38,050	3,000 SR	5/16/05-8/15/05	NT CU 1.11	0.00%
<b>Leland MS</b>	Susan	Level III, Mathematics-COT	41,064	42,501	2,640 ST	10/1/05 5/31/05-7/01/05	T CU	3.50%
<b>Luft MS</b>	Stephen	Level II; Dept Head, Trades & Technical-COT	36,464	37,740	2,500 DC 1,000 SA	10/1/05	T CU	3.50%
<b>Mavros MA</b>	Michael	Instructor; Athletic Trainer, HPER	35,341	36,578	700 O	10/1/05 6/10/05-6/19/05	NT CU	3.50%
<b>McDonough MS</b>	Alice	Level IV, Business Program-COT	48,444	50,140	5,280 ST	10/1/05 5/31/05-7/01/05	T CU	3.50%
<b>Melvin BA RNC</b>	Danette	Health Sciences	40,080	41,483		10/1/05	P CU	3.50%
<b>Murray MS</b>	Diane	Level IV, Business Program-COT	51,690	53,499	1,760 ST	10/1/05 5/31/05-7/1/05	T CU	3.50%
<b>Noel BS</b>	Dennis	Level II, Metals Fabrication Program-COT	36,037	37,298		10/1/05	P CU	3.50%
<b>Owens BS</b>	Dan	Instructor, Level II Information Technology Dept-COT	35,836	37,090		10/1/05	P CU	3.50%
<b>Peterson BS</b>	Kent	Level II, Trades & Technical-COT	35,836	37,090		10/1/05	P CU	3.50%
<b>Peterson BSN RNC</b>	Lynne	Health Sciences	38,830	40,189	4,400 ST	10/1/05 7/5/05-8/5/05	P CU	3.50%
<b>Petritz MS</b>	Vicki	Level III, Business Program-COT	41,656	43,114	880 ST	10/1/05 6/6/05-6/10/05	T CU	3.50%

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Last	First							
Reick MS	Kathleen	Level II, Learning Center Director - COT	35,836	37,090	2,500 AD 1,000 SA	10/1/05	P CU	3.50%
Schleeman MS	Douglas	Instructor; Assistant Football Coach; Offensive Coordinator, HPER	33,548	34,722	4,500 AD* 1,760 ST 7,000 O	10/1/05 5/31/05-7/1/05 6/10/05-6/19/05	NT CU D*	3.50%
Stodden BS	Donald	Level II, Automotive Technology Program-COT	44,928	46,500		10/1/05	T CU	3.50%
Tobin MS	Marilyn	Instructor; Head, Women's Volleyball Coach; Asst Athletic Director	42,500	43,988	2,300 O	10/1/05 6/13/05-6/17/05	NT CU	3.50%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>6,433,214</b>	<b>6,594,539</b>				<b>2.51%</b>
<b>(2) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Meyer BS	Luke	Admissions Counselor	(22,500)	20,750		7/21/2005 (McCoy)	NT CU	
Nelson MS	Carmen	Assistant to the Chancellor	(36,098)	35,000		8/1/2005 (Merrick)	NT CU	
<b>(B1) FACULTY Research</b>								
Douglass PhD	Richard	Research Professor		80,400		8/16/05 - 08/15/06	NT R	
Spear PhD	Terry	Research Professor		90,024		8/16/05 - 08/15/06	T CU	
Stierle PhD	Donald	Research Professor		83,043		8/16/05 - 8/15/06	NT R	
Trudnowski PhD PE	Daniel	Research Professor		97,567		8/16/05 - 8/15/06	NT R .25	
Jensen PhD	Roger	Research Associate Professor		66,669		8/16/05 - 8/15/06	NT R	
Kuenzi PhD	Amy	Research Associate Professor		59,938		8/16/05 - 8/15/06	NT R	

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
Madigan PhD	Bruce	Research Associate Professor		71,759		8/16/05 - 8/15/06	NT R	
Apple PhD	Martha	Research Associate Professor		49,200		8/16/05 - 8/15/06	NT R	
Faroni-Hart MS CIH	Julie	Research Assistant Professor		53,851		8/16/05 - 8/15/06	NT R	
Patton MS	Philip	Research Assistant Professor		61,563		8/16/05 - 8/15/06	NT R	
Gentile MS	Andrew	Research Assistant Professor		41,597		8/16/05 - 8/15/06	NT R	
<b>(B2) FACULTY; Assistant Professors</b>								
Farrell MS CNM	Rae	Assistant Professor of Nursing	(39,196)	39,196		8/18/05-5/17/05 (Gibson)		
Zyou PhD	Xiaobing	Assistant Professor of Geophysical Engineering	(71,542)	49,000		8/18/05-5/17/05 (Sill)		
<b>(B3) FACULTY; Instructors</b>								
Owens BS	Dan	Instructor, Level II Information Technology Dept-COT	New	35,836		8/18/05-5/17/05	P CU	
<b>(3) END OF EMPLOYMENT</b>								
<b>NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Aguirre BS	Stacy	Director of Career Services & Engineering Career Counselor	48,278			9/5/05	NT CU	
Kirschke BM	William	Vice Chancellor for Institutional Advancement & Development; President, Montana Tech Foundation	85,000			8/31/05	NT CU & R	
<b>(B) LEAVES OF ABSENCE</b>								
<b>NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Pylypuw MS	Richard	Staff Assistant, Physical Facilities	39,174			08/04/05-08/03/06 Military Leave	NT CU	
<b>(C) POST RETIREMENT CONTRACTS</b>								



## ITEM 128-1500-R0905; Staff; Montana Tech of The University of Montana

September 29-30, 2005

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>Bishop</b>	Jean	Reference Librarian	33,816	35,001		10/1/05	CU .33	3.50%
<b>McGuire PhD</b>	John	General Engineering	61,761	63,923		10/1/05	T CU .33	3.50%
<b>Sawyer PhD</b>	Paul	Biological Sciences	63,667	65,895		10/1/05	T CU .33	3.50%
<b>Solko MBA</b>	Denise	Business & Information Technology	55,062	56,989	2,640 ST	10/1/05 5/31/05-7/01/05	T CU .33	3.50%
<b>Twidwell DSc</b>	Larry	Metallurgical & Materials Engineering; Anaconda Professorship	82,215	85,093		10/1/05	T CU .33	3.50%
<b>Waring PhD</b>	Thomas	Environmental Engineering	78,437	81,182		10/1/05	T CU .33	3.50%

**SALARY CHANGE OR ADDITION LEGEND:**

CF = Change in Funding and/or FTE  
 CL = Converted from Classified or Letter of Appointment  
 D = Completion of Degree  
 E = Equity Adjustment Increase  
 I = Inversion Increase Included  
 L = Professional Licensure Award  
 M = Merit Increase  
 N = Normal Increase  
 P = Promotion Increase  
 R = Retention / Market Adjustment Increase  
 RR = Responsibilities Reduced  
 SA=Stipend Added  
 1 = Plus Room and Board  
 2 = Plus Housing Allowance  
 3 = Plus Car Allowance

**FUNDING SOURCE LEGEND:**

CU = Current unrestricted  
 R = Restricted  
 A = Auxiliary  
 D = Designated  
 O = Other

**TENURE LEGEND:**

NT = Non-tenurable  
 T = Tenured  
 P = Probationary

**STIPEND LEGEND:**

DC = Dept. Chair/Dean  
 CC = Co-Chair  
 BB = In lieu of Base Building  
 AD=Administrative Duties

**EXTRA COMP LEGEND:**

est = Estimated  
 act = Actual  
 GA = Grant administration  
 ST = summer teaching  
 SR = summer research  
 AT = Additional AY teaching  
 AR = Additional AY research  
 SP = Speaking  
 PM = Project management  
 O = Other (must specify)

\* **NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.**

ITEM 128-1500A-R0905; Staff, Montana Bureau of Mines & Geology draft 6/24/05							September 29-30, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Abdo MS</b>	Ginette	Asst Research Hydrogeologist; Asst Research Professor; Research Div	44,468	46,024		10/1/2005	NT CU .38 R .62	3.50%
<b>Barth BA</b>	Susan	Publications Editor; Non- research Professional Information Services Div	48,500	50,198		10/1/2005	NT CU	3.50%
<b>Berg PhD</b>	Richard	Senior Geologist; Research Professor; Museum Curator, Research Div	68,001	70,381		10/1/2005	T CU	3.50%
<b>Bergantino BA</b>	Robert	Assoc Research Hydrogeologist; Assoc Research Professor, Research Div	56,215	58,183		10/1/2005	NT CU	3.50%
<b>Carstarphen MS</b>	Camela	FROM: Asst Research Hydrogeologist; Asst Research Professor, Research Div TO: Hydrogeologist/Field Program Coordinator; Asst Research Professor, Research Div	34,499	39,499		7/1/2005	NT CU	14.49%
<b>Carstarphen MS</b>	Camela	FROM: Hydrogeologist/Field Program Coordinator; Asst Research Professor, Research Div TO: No Change	39,499	40,881		10/1/2005	NT CU	3.50%
<b>Deal PhD</b>	Edmond	Director & State Geologist; Research Professor, Administrative Div	85,600	88,596		10/1/2005	NT CU	3.50%
<b>Duaine BS</b>	Terrence	Assoc Research Hydrogeologist; Asst Research Professor, Research Div	55,896	57,852		10/1/2005	NT CU .27 R .73	3.50%

ITEM 128-1500A-R0905; Staff, Montana Bureau of Mines & Geology draft 6/24/05							September 29-30, 2005	
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Last	First							
<b>Job BS</b>	Lynn	Director of Contracts & Grants; Non-research Professional, Administrative Div	50,658	52,431		10/1/2005	NT CU .30 D .70	3.50%
<b>LaFave MA</b>	John	Hydrogeologist; Assoc Research Professor, Research Division	49,029	50,745		10/1/2005	NT CU	3.50%
<b>Lonn MS</b>	Jeffrey	Asst Research Geologist; Asst Research Professor, Research Div	42,485	43,972		10/1/2005	NT R	3.50%
<b>Lopez PhD</b>	David	Senior Geologist; Research Professor, Research Div	65,679	67,978		10/1/2005	NT CU .18 R .82	3.50%
<b>Madison MS</b>	James	Asst Research Hydrogeologist; Asst Research Professor, Research Div	43,370	44,888		10/1/2005	NT R	3.50%
<b>McCulloch MS</b>	Robin	Assoc Mining Engineer & Staff Field Agent; Asst Research Professor, Research Div	50,753	52,529		10/1/2005	NT CU 1.00	3.50%
<b>Metesh PhD</b>	John	Div Chief, Research Div. Associate Hydrogeologist; Research Professor, Research Division	65,000	67,275		10/1/2005	NT CU .85 R .15	3.50%
<b>Miller MS</b>	Kathleen	Hydrogeologist; Senior Research Professor, Research Division	52,757	54,603		10/1/2005	NT CU .90 R .10	3.50%
<b>Miller MS</b>	Marvin	Senior Hydrogeologist; Asst Director of Programs; Research Professor Research Div	70,957	73,440		10/1/2005	T CU	3.50%
<b>Norbeck MS PE</b>	Peter	Asst Research Hydrogeologist; Asst Research Professor Research Div	42,576	44,066		10/1/2005	NT R	3.50%
<b>Patton MS</b>	Thomas	Hydrogeologist; Senior Research Professor; Program Manager, Groundwater Assessment Program, Research Div	60,846	62,976		10/1/2005	NT CU	3.50%

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Last	First							
<b>Porter PhD</b>	Karen	Senior Geologist; Research Professor, Research Div	64,377	66,630		10/1/2005	NT CU 1.00	3.50%
<b>Reiten MS</b>	Jon	Research Professor; Hydrogeologist, Research Div	50,801	52,579		10/1/2005	NT CU .25 R .75	3.50%
<b>Schmidt BS</b>	Fred	Asst Research Hydrogeologist; Asst Research Professor Research Div	44,061	45,603		10/1/2005	NT CU .92 D .08	3.50%
<b>Smith PhD</b>	Larry	Geologist; Assoc Research Professor, Research Div	49,319	51,045		10/1/2005	NT CU	3.50%
<b>Smith BS</b>	Susan	Geologic Cartographer; Non- research Professional Information Services Div	36,642	37,924		10/1/2005	NT CU	3.50%
<b>Stickney MS</b>	Michael	Geologist; Senior Research Professor, Research Div	52,786	54,634		10/1/2005	NT CU .83 R .17	3.50%
<b>Vuke MS</b>	Susan	Geologist; Associate Research Professor Research Div	48,313	50,004		10/1/2005	NT CU .50 R .50	3.50%
<b>Wheaton MS</b>	John	Hydrogeologist; Senior Research Professor Research Div	55,440	57,380		10/1/2005	NT CU .50 R	3.50%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>1,428,527</b>	<b>1,482,316</b>				<b>3.77%</b>

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Last	First							
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other		<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary	<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties	<b>EXTRA COMP LEGEND:</b> est = Estimated act = Actual GA = Grant administration ST = summer teaching SR = summer research AT = Additional AY teaching AR = Additional AY research SP = Speaking PM = Project management O = Other (must specify)	
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								

ITEM 128-1600-R0905; Staff The University of Montana - Western							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) FACULTY; Professors</b>								
<b>Brienza M.A.</b>	<b>Barney P.</b>	Professor, Art	56,961	59,382		10/1/2005	T CU	4.25%
<b>Bullard Ed.D.</b>	<b>Julie</b>	Professor, Education; Director, Early Childhood Education Center	47,730	49,759	8,000 AD	10/1/2005	T CU	4.25%
<b>Easter-Pilcher</b>	<b>Andrea</b>	Professor, Biology	47,730	49,759		10/1/2005	T CU	4.25%
<b>Horst M.F.A.</b>	<b>Randall</b>	Professor, Art	47,730	49,759		10/1/2005	T CU	4.25%
<b>Kirkley Ph.D.</b>	<b>John S.</b>	Professor, Biological Sciences	51,350	53,532		10/1/2005	T CU	4.25%
<b>Krank Ph.D.</b>	<b>H. Mark</b>	Professor, Psychology/ Education	49,907	52,028		10/1/2005	T CU	4.25%
<b>Lundy Ph.D.</b>	<b>Gary J.</b>	Professor, English	48,923	51,002		<b>8-1-2005 to 5-30-2006 (Sabbatical - 2/3rds pay)</b>	T CU	4.25%
<b>Mastandrea M.F.A.</b>	<b>Eva</b>	Professor, Art	47,730	49,759		10/1/2005	T CU	4.25%
<b>Mock Ph.D.</b>	<b>R. Stephen</b>	Professor, Chemistry	51,171	53,346		10/1/2005	T CU	4.25%
<b>O'Connor Ph.D.</b>	<b>William C.</b>	Professor, Social Science	59,610	62,143		10/1/2005	T CU	4.25%
<b>Reiten Ph.D.</b>	<b>Linda L.</b>	Professor, Special Education	47,730	49,759		10/1/2005	T CU	4.25%
<b>Roberts Ph.d.</b>	<b>Sheila</b>	Professor, Geology	47,730	49,759		<b>10/1/2005 8-1-05 to 12-31-05 (Sabbatical 2/3's pay)</b>	T CU	4.25%
<b>Sethi Ph.D.</b>	<b>Amarjit W.</b>	Professor, Business	51,963	54,171		10/1/2005	T CU	4.25%

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Last	First							
Thomas Ph.D.	Robert C.	Professor, Geology	47,730	49,759		10/1/2005 8-1-05 to 12-13-05 (Sabbatical 2/3's pay)	T CU	4.25%
Ulrich Ph.D.	Judy A.	Professor, Education/English	51,320	53,501		10/1/2005	T CU	4.25%
Weltzien Ph.D.	O. Alan	Professor, English	54,755	57,082		10/1/2005	T CU	4.25%
Zaspel Ph.D.	Craig	Professor, Physics	53,387	55,656		10/1/2005	T CU	4.25%
<b>(B) FACULTY; Associate Professors</b>								
Basile M.B.A.	Shauna	Associate Professor, Business	44,500	46,391		10/1/2005	P CU .50 FTE	4.25%
Dyreson Ph.D.	Eric G.	FR: Assistant Professor, Math TO: Associate Professor, Math	38,722	41,973		10/1/2005	P CU	8.40%
Francis Ph.D.	Diana	Associate Professor, English	40,752	42,484		10/1/2005	T CU	4.25%
Francisconi Ph.D.	Michael J.	Associate Professor, Anthropology/Sociology	42,635	44,447		10/1/2005	T CU	4.25%
Frey Ed.D.	Gary S.	Associate Professor, Industrial Technology	46,752	48,739		10/1/2005	P CU	4.25%
Gilliard Ph.D.	Jennifer L.	Associate Professor, Education	43,043	44,872		10/1/2005	P CU	4.25%
Hajduk Ph.D.	John C.	Associate Professor, History	42,511	44,318		10/1/2005	T CU	4.25%
Janus Ph.D.	Boleslaw	Associate Professor, History	43,405	45,250		10/1/2005	T CU	4.25%
Jones J.D.	William Cecil	FR: Associate Professor, Business (Temporary) TO: Associate Professor, Business	43,567	46,252		8/1/2005	FR: NT TO: P CU	6.16%

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Last	First							
Luo Ed.D.	NilLi	Associate Professor, Education	44,800	46,704		10/1/2005	P CU	4.25%
Moore Ph.D.	Rita A.	Interim Dean of Education, Business and Technology; Associate Professor, Education	46,752	48,739	10,000 AD	8/1/2005	P CU	4.25%
Norris-Tull Ph.D.	Delena	FR: Assistant Professor, Education TO: Associate Professor, Education	42,222	44,016		10/1/2005	P CU	4.25%
Norris-Tull Ph.D.	Roger A.	Associate Professor, Health & Human Performance (replaced Bill Connor)	42,752	45,000		8/1/2005	P CU	5.26%
Xanthopoulos Ph.D.	John A.	Associate Professor, Education	43,043	44,872	3,000 Equestrian Team	10/1/2005	P CU	4.25%
<b>(C) FACULTY; Assistant Professors</b>								
Bailey M.R.E.	John W.	Assistant Professor, Tourism/Recreation	43,918	45,785		10/1/2005	P CU	4.25%
Blankenship Ph.D.	Bethany	Assistant Professor, English (replaced Gregg Smith)	41,000	40,000		8/1/2005	P CU	-2.44%
Bonnin Ph.D.	Jeri W.	Assistant Professor, Music	41,972	43,756		10/1/2005	P CU	4.25%
Eudaily Ph.D.	Sean P	FR: Assistant Professor, Political Science (Temporary) TO: Assistant Professor, Political Science	38,000	40,070		8/1/2005	FR: NT TO: P CU	5.45%
Kendall M.S.	David L.	Assistant Professor, Health & Human Performance; Head Athletic Director	41,974	43,758	5,505 AD	10/1/2005	T CU	4.25%
Knopik M.S.	Margaret a	Assistant Professor, Business	38,000	39,615		10/1/2005	P CU	4.25%
Morrow Ph.D.	Michael W.	Assistant Professor, Biology	41,274	43,028		10/1/2005	P .25 CU .75 R	4.25%



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Last	First							
Nurhaidarov Ph.D.	Ernek S.	Assistant Professor, Mathematics	38,000	39,615		10/1/2005	P CU	4.25%
Quist Ph.D.	Charlotte F.	FR: Assistant Professor, Equine Science (Temporary) TO: Assistant Professor, Equine Science	38,000	39,615		10/1/2005	FR: NT TO: P CU	4.25%
Wingo M.Ed.	Robyn	Assistant Professor, Education (replaced Reba Powers)	38,000	40,000		10/1/2005	P CU	5.26%
<b>(D) FACULTY; Instructors</b>								
Rogstad M.S.	Mark R.	Instructor, Industrial Technology	33,393	34,812		10/1/2005	P CU	4.25%
<b>STAFF &amp; SALARIES FOR JULY 1, 2005 THROUGH JUNE 30, 2006 (Fiscal Year appointments unless otherwise specified.)</b>								
<b>(E) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Alley M.S.E.	Deena L.	Director, Field Experience; Instructor, Education	46,500	48,128		10/1/2005	NT CU	3.50%
Kendall B.S.	Elaine C.	Manager, Swimming Pool; Instructor, Health & Human Performance	30,500	31,568		10/1/2005	NT .75 .25 CU	3.50%
Moore M.A.	David P.	FR: Academic Assistant to Provost (Temporary) TO: Director of Student Success & Director of University Analysis & Strategic Planning (New)	54,000	55,890		7/1/2005	NT CU	3.50%
Ripley M.S.	Anneliese A.	Dean of Outreach & Research; University Associate Dean	56,549	58,528		10/1/2005	NT .80 FTE .50 CU .30 D	3.50%
Schulz M.L.S.	Michael	Librarian; Associate Professor, Library Science; University Associate Dean	55,499	57,441		10/1/2005	NT CU	3.50%

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Last	First							
Ulrich Ph.D.	Karl E.	Provost & Vice Chancellor for Academic Affairs; University Associate Provost; Professor, Biological Sciences	88,000	91,080		10/1/2005	T CU	3.50%
<b>(F) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Anderson M.S.	Otis M.	Instructional Technologist; Instructor of Instructional Technology	40,500	41,918		1/10/2005	NT CU	3.50%
Barnhart Ph.D.	Joseph K.	Assistant Director, Information & Telecommunication Services; Professor, Technology Ed/Computer Science	56,333	58,305		10/1/2005	NT .62 CU .38 D	3.50%
Briggs B.A.	Susan D.	Vice Chancellor for Administration & Finance; University Associate Vice President	75,573	78,218		10/1/2005	NT CU	3.50%
Dale C.P.A.	Virginia	Director, Business Services	48,500	50,198		10/1/2005	NT CU	3.50%
Durham M.Ed.	Mark S.	Men's Head Basketball Coach; Instructor Health & Human Performance	38,083	39,416	3,500 JV BB 2,000 Golf Coach	10/1/2005	NT CU AY	3.50%
Efta B.S.	James	Director, Information & Telecommunication Services; University Associate Director	65,015	67,291		10/1/2005	NT CU	3.50%
Else M.S.	Iola V.	Rodeo Coach; Instructor, Education	51,827	53,641		10/1/2005	NT CU AY	3.50%
Engellant M.Ed.	Kevin	Women's Head Basketball Coach; Director, Microcomputer Center; Instructor, Computer Science	38,083	39,416	3,500 JV BB 9,600 AT (Est. for Yr)	10/2/2005	NT CU AY	3.50%

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Last	First							
Feldt B.S.	Wally	Director, Publications & Media Relations/Sports Information	35,319	36,555		10/1/2005	NT .50 CU .50 D	3.50%
Karch B.S.	Jason J.	Registrar; Director, Institutional Research	53,951	55,839		10/1/2005	NT CU	3.50%
Lee M.Ed.	Thomas F.	Head Football Coach	62,900	65,102		10/1/2005	NT CU	3.50%
Murray Ph.D.	Eric W.	Dean of Students; Assistant Professor, Psychology; Disabilities Services Director	51,706	53,516	2,400 AT (Est. for Yr)	10/1/2005	NT .95 A .05 CU	3.50%
Peterson M.S.	Jenny J.	Wellness Director; Head Women's Volleyball Coach; Instructor, Health & Human Performance	38,540	39,889		10/1/2005	NT .58 CU .12 A .30 D AY	3.50%
Rouse B.S.	Donna J.	Executive Assistant to Chancellor & Provost	40,500	41,918		10/1/2005	NT CU	3.50%
Storey Ph.D.	Richard D.	Chancellor Professor, Biological Science	120,000	124,200		10/1/2005	T CU	3.50%
Weltzien M.S.	Lynn M.	Counselor	36,370	37,643		10/1/2005	NT .75 A .25 R AY	3.50%
Williams M.A.	Alrene S.	Dean of Enrollment Management	54,346	56,248		10/1/2005	NT CU	3.50%
Yahraes M.S.	Thomas R.	Vice Chancellor for Institutional Advancement; University Associate Vice President; Student Affairs	75,573	78,218		10/1/2005	NT .36 CU .35 D .29 R	3.50%
Yeager B.S.	Patricia	Associate Athletic Director	33,500	34,673		10/1/2005	NT .25 CU .54 A .08 D .13 R	3.50%

ITEM 128-1600-R0905; Staff The University of Montana - Western						September 21-23, 2005		
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>TOTAL</b>			<b>3,250,111</b>	<b>3,379,105</b>				<b>3.97%</b>
<b>(2) RESIGNATIONS, RETIREMENTS, TERMINATIONS, NONRENEWALS AND DEATHS</b>								
<b>Heckard M.L.S.</b>	<b>Melissa</b>	Assistant Librarian; Assistant Professor, Library Science				8/22/2005	NT	
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other	<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary	<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties	<b>EXTRA COMP LEGEND:</b> <b>est</b> = Estimated <b>act</b> = Actual <b>GA</b> = Grant administration <b>ST</b> = summer teaching <b>SR</b> = summer research <b>AT</b> = Additional AY teaching <b>AR</b> = Additional AY research <b>SP</b> = Speaking <b>PM</b> = Project management <b>O</b> = Other (must specify)		
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								

ITEM 129-1900-R0905; Staff The University of Montana-Helena COT							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Bacino</b>	Janice	Librarian	37,000	38,295		10/1/2005	NT	3.50%
<b>Cavanaugh</b>	Vicky	Director of Admissions	37,300	38,606		9/1/2005	NT	3.50%
<b>Fillner</b>	Russell	Assistant Dean/Fiscal & Plant	53,000	54,855		9/1/2005	NT	3.50%
<b>Foster</b>	Brandi	Director of Retention/ Student Advising	37,500	38,813		9/1/2005	NT	3.50%
<b>Glass</b>	Victoria	Director of Financial Aid	41,909	43,376		9/1/2005	NT	3.50%
<b>Mcardle</b>	Kelly	Career Services Coordinator	30,000	31,050		9/1/2005	NT	3.50%
<b>Valdez</b>	Cristobal	Assistant Dean/Student Services	67,500	69,863		9/1/2005	NT	3.50%
<b>TOTALS AND AVERAGE INCREASE</b>			304,209	314,858				3.50%
<b>(C ) FACULTY; Professors</b>								
				<b>Salary Increases Pending Ratification of HTU Contract</b>				
<b>Arrington</b>	Elaine	General Education	41,259				T	-100.00%
<b>Block</b>	Jeffrey	Electronics Technology	33,525				P	-100.00%
<b>Brown</b>	Patricia	Practical Nursing	34,977				P	-100.00%
<b>Cameron</b>	Audrey	General Education	42,209				T	-100.00%
<b>Coon</b>	Emmett	Electronics Technology	34,625				T	-100.00%
<b>Cronin</b>	Gary M.	General Education	37,027		DC \$2,000		P	-100.00%
<b>Duff</b>	Gary	Construction Technology	31,975				P	-100.00%
<b>Harris</b>	Timothy	Welding Technology	31,975	31,975		8/24/2005	NT TEMP	0.00%
<b>Jones</b>	David	Automotive Technology	36,577				T	-100.00%
<b>Kelly</b>	Harold	Construction Technology	35,075				T	-100.00%
<b>Kneebone</b>	David	Fire & Rescue	33,475		DC \$2,000		P	-100.00%
<b>Olsen</b>	Pamela	General Education	41,259		\$1,500 (received doctorate)		T	-100.00%
<b>Pescosolido</b>	Candace	Practical Nursing	35,250				P	-100.00%

ITEM 129-1900-R0905; Staff The University of Montana-Helena COT							September 21-23, 2005	
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Last	First							
Rinehart	Ralph	Diesel Technology	45,109				T	-100.00%
Schlauch	Steven	Diesel Technology	48,405				T	-100.00%
Schneider	Joan	Business	37,852		DC \$2,000		T	-100.00%
Shchuchinov	Viktor	General Education	43,034				T	-100.00%
Shropshire	Robin	General Education	36,477				P	-100.00%
Smith	Rena	Aviation Maint. Technology	33,525				P	-100.00%
Steinwand	Bryon	Computer Technology	33,425	33,700		8/24/2005	P TEMP to PERM	0.82%
Tyhurst	Patricia	Office Technology	34,977	34,977		8/24/2005	P TEMP to PERM	0.00%
Vetter	Brent	Aviation Maint. Technology	32,525				P	-100.00%
Warner	Art	Machine Tool Technology	37,952				T	-100.00%
Wenger	James J.	Welding Technology	35,330				T	-100.00%
Whitaker	Lon	Business	33,200					-100.00%
Williams	Karmen	Practical Nursing	34,525				P	-100.00%
Yahvah	Barbara	Business	45,980				T	-100.00%
Yaw	Robert	Electronics Technology	37,127				T	-100.00%
<b>TOTALS AND AVERAGE INCREASE</b>			1,038,651					
<b>(2) NEW POSITIONS AND REPLACEMENTS</b>								
Bingham	Daniel	Dean/CEO	100,880	105,000		7/5/2005 (Hoyle)	P	4.08%
Davis	Tom	Diesel Technology Instructor	41,859	31,475		8/24/2005 (Robertson)	P	-24.81%
Filliater	Tamatha	General Education Instructor		35,427		8/24/2005 NEW	P	
<b>(3) END OF EMPLOYMENT</b>								
<b>NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Hay	Judy	Director of Learning Center & Disability Services				6/30/2005	NT	
Yahvah	Barbara	Interim Associate Dean of Academic Affairs				8/19/2005	T	
<b>(A1) FACULTY; Professors</b>								
Wirtz	Ellen	Director of Nursing				7/20/2005	T	

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Last	First									
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other		<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary		<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties		<b>EXTRA COMP LEGEND:</b> <b>est</b> = Estimated <b>act</b> = Actual <b>GA</b> = Grant administration <b>ST</b> = summer teaching <b>SR</b> = summer research <b>AT</b> = Additional AY teaching <b>AR</b> = Additional AY research <b>SP</b> = Speaking <b>PM</b> = Project management <b>O</b> = Other (must specify)	
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>										

ITEM 128-2000-R0905; Staff Montana State University-Bozeman							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<i>Although the Pay Plan provided for an average 3.5% salary increase for faculty, professionals and administrators, the standard increases for FY06 will range from 2.00% - 7.00%, depending upon many factors such as performance, market, equity, and compression. Any salary increases above this range will be explained in the eff. date/reason column.</i>								
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Albrecht</b>	Denise	FR: Head Women's Tennis Coach, Bobcat Athletics TO: (No Change)	24,627	25,612		10/01/05	CU	4.00%
<b>Allen</b>	Diane	FR: Business Manager, Business Office TO: (No Change)	48,020	52,025		10/1/05 M, E	CU	8.34%
<b>Alt</b>	Susan	FR: Director, Personnel & Payroll Services TO: (No Change)	69,560	79,132		10/1/05 M, E	CU	13.76%
<b>Ashley</b>	Bonnie	FR: Associate Registrar, Registrar's Office TO: (No Change)	56,500	58,195		10/01/05	CU	3.00%
<b>Asserson PHD</b>	Elizabeth	FR: Psychologist, Counseling Center TO: (No Change)	35,002	36,052	*3,000 ST	10/01/05	CU, *CU	3.00%
<b>Attebury</b>	Kathleen	FR: Director, University Budgets	68,990	72,440		10/01/05	CU	5.00%
<b>Bader- Binford BS</b>	Tricia	FR: Head Women's Basketball Coach, Bobcat Athletics TO: (No Change)	75,000	75,000	*1,250/mo Public Appearances (5/1/05 - 4/30/06)	07/01/05	CU,*CU	0.00%
<b>Ballard BA</b>	Michael	FR: Program Producer, KUSM State Base Fund TO: (No Change)	32,500	32,500		10/01/05	CU	0.00%
<b>Basye</b>	Brittany	FR: Head Women's Golf Coach, Bobcat Athletics TO: (No Change)	24,627	25,632		10/01/05	CU 0.75 FTE	4.08%



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Last	First							
<b>Baumann MA</b>	Angela	FR: Asst Dir for Corp Development, Bobcat Athletics TO: (No Change)	50,500	54,015		10/1/05 add. duties	CU	6.96%
<b>Bechtold MS</b>	Camie	FR: Assoc Dir-Student/Compl Svcs, Bobcat Athletics TO: (No Change)	60,500	63,000		10/01/05	CU	4.13%
<b>Bennett</b>	William	FR: Assistant Director, Alumni Affairs TO: (No Change)	39,050	40,221		10/01/05	CU	3.00%
<b>Bertelsen BS</b>	Allen	FR: Director, Strand Union Administration TO: (No Change)	63,027	65,044		10/01/05	A	3.20%
<b>Birkeland</b>	Paul	FR: Executive Catering Manager, Catering/Banquet TO: (No Change)	46,356	47,793		10/01/05	A	3.10%
<b>Blank PHD</b>	Cheryl	FR: Psychologist, Counseling Center TO: (No Change)	63,952	65,920	*3,000 ST	10/01/05	CU, *CU .325 FTE in the Summer	3.08%
<b>Blanksma</b>	Kathryn	FR: Business Manager, KUSM State Base Fund TO: (No Change)	40,000	41,200		10/01/05	CU	3.00%
<b>Bondy</b>	Jeffrey	FR: Assistant Director, Residence Life <b>TO: Associate Director, Residence Life</b>	41,000	46,000		7/1/2005 P	A	12.20%
<b>Braun</b>	Justin	FR: Head Strength Coach, Bobcat Athletics TO: (No Change)	35,761	36,834	*200/act Coach WBB Camp	10/01/05	CU,*D	3.00%
<b>Brelsford BS</b>	Daniel	FR: Dir Skiing/Head Alpine Coach, Bobcat Athletics TO: (No Change)	41,955	43,214		10/01/05	CU	3.00%

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Last	First							
Brodeur	Eugene	FR: Prod/Dir/Writer, KUSM State Base Fund TO: (No Change)	34,461	35,495		10/01/05	D	3.00%
Brown MED	Marjorie	FR: Assistant to the Dean, Nursing Departments TO: (No Change)	55,500	57,165		10/01/05	CU	3.00%
Brown MS	Tammie	FR: Director, OCL Administration TO: (No Change)	59,480	61,443		10/01/05	A	3.30%
Butler MS	Jeffrey	FR: Managing Director, Facilities Services TO: (No Change)	60,015	61,216		10/01/05	CU	2.00%
Byron	Mary	FR: Dir Grad/Undergrad Student Svc, Architecture TO: (No Change)	32,500	32,500		10/01/05	CU, D 0.5 FTE- June/July	0.00%
Carroll BS	Clyde	FR: Budget & Fiscal Director, Provost (Academic Affairs) TO: (No Change)	68,516	71,016		10/01/05	CU	3.65%
Chansley	Patricia	FR: Asst to the Provost, Provost (Academic Affairs) TO: (No Change)	48,371	52,000		10/1/05 M, E	CU	7.50%
Clemens PHD	Robert	FR: Director, Education TO: (No Change)	60,535	61,746		10/01/05	CU	2.00%
Conover MED	Cathy	FR: Director University Relations, University Relations TO: (No Change)	84,688	87,229		10/01/05	CU	3.00%
Cornish BA	Jamie	FR: Marketing Director, Public Service Museum TO: (No Change)	45,500	46,410		10/01/05	R	2.00%
Cox	Marilyn	FR: Assistant Managing Director, Miller-Board TO: (No Change)	45,500	46,865		10/01/05	A	3.00%

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Last	First							
<b>Damberger BS</b>	Frank	FR: Assistant Director, Strand Union Administration TO: (No Change)	44,500	45,924		10/01/05	A	3.20%
<b>Danforth BA</b>	Elizabeth	FR: Director, Women's Resource Center TO: (No Change)	28,738	29,600		10/01/05	A, CU 0.5 FTE LWOP June - August	3.00%
<b>Davies MED</b>	Dan	FR: Sr Assoc Dir Athl/Int Oper, Bobcat Athletics TO: <b>Sr. Assoc Dir, Bobcat Athletics</b>	65,500	72,465		10/1/05 P	CU	10.63%
<b>Deaton BS</b>	S	FR: Associate Director, Information Technology Center TO: (No Change)	65,458	69,731		10/01/05	CU	6.53%
<b>Denison</b>	Patricia	FR: Managing Director, Libraries TO: (No Change)	52,050	53,611		10/01/05	CU 0.9 FTE	3.00%
<b>Dimou</b>	Peggy	FR: Cash Manager, Grants & Contracts Admin TO: (No Change)	38,500	39,655	*642/mo (7/15/05 - 9/15/05)	10/01/05	CU,*D	3.00%
<b>Donnelly BA</b>	Diane	FR: Frsh Sem Coord/Interim Ast Dir, University Studies TO: (No Change)	39,296	40,082		10/01/05	CU	2.00%
<b>Durham MED</b>	Mick	FR: Head Men's Basketball Coach, Bobcat Athletics TO: (No Change)	90,500	93,215	*1,250/mo (7/1/05 - 6/30/06) Public Relations	10/01/05	CU,*CU	3.00%
<b>Edelman BA</b>	Adam	FR: Enterprise Security Manager, Information Technology Center TO: (No Change)	48,000	48,960		10/01/05	CU	2.00%
<b>Eng</b>	Leta	FR: Laboratory Specialist, Animal Resource Center TO: (No Change)	42,500	43,350		10/01/05	D	2.00%

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Last	First							
<b>Fastnow</b>	Christina	FR: Data/Research Analyst, Office of Planning & Analysis TO: (No Change)	46,840	46,840		07/01/05	CU	0.00%
<b>Fields</b>	Peter	FR: Director of Athletics, Bobcat Athletics TO: (No Change)	105,500	108,665		10/01/05	CU	3.00%
<b>Flaherty MD</b>	Robert	FR: Physician, Student Health Service TO: (No Change)	98,225	101,200		10/01/05	A, CU	3.03%
<b>Ford</b>	Jonathan	FR: Managing Director, Facilities Services TO: (No Change)	60,015	61,216		10/01/05	CU	2.00%
<b>Fournier</b>	Christina	FR: Asst Dir - External Operations, Bobcat Athletics TO: <b>Dir, Athletic Business Operations</b>	32,500	38,000		10/1/05 P	CU	16.92%
<b>Gagnon</b>	Heidi	FR: Asst to the Vice President, VP Administration TO: (No Change)	44,500	45,390		10/01/05	CU	2.00%
<b>Garnick MS</b>	Bradley	FR: Associate Director, Information Technology Center TO: (No Change)	65,771	67,086		10/01/05	CU, D	2.00%
<b>Gibson EDD</b>	Thomas	FR: Treasurer, VP Administration TO: (No Change)	78,045	79,606		10/01/05	CU	2.00%
<b>Goldsmith</b>	Thomas	FR: Physician, Student Health Service TO: (No Change)	88,820	91,500		10/01/05	A	3.02%
<b>Griffith</b>	Kathleen	FR: Budget/Fiscal Officer, Dean of Letters & Science TO: (No Change)	50,504	52,444		10/01/05	CU	3.84%

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Last	First							
<b>Groeth MS</b>	Jayne	FR: Director Alumni Affairs, Alumni Affairs TO: (No Change)	74,195	76,421		10/01/05	CU	3.00%
<b>Hanson</b>	Patricia	FR: Program/Project Coordinator, Nursing Departments TO: (No Change)	42,257	43,102		10/01/05	CU	2.00%
<b>Hanson BS</b>	Kerry	FR: Assistant Director, Alumni Affairs TO: (No Change)	42,100	43,363		10/01/05	CU	3.00%
<b>Hartt</b>	John	FR: Director, Communications Services TO: (No Change)	57,263	58,408		10/01/05	CU, D	2.00%
<b>Haubenreiser MS</b>	Jennifer	FR: Program Director, Student Health Service TO: (No Change)	45,600	47,000		10/01/05	A	3.07%
<b>Hebert MED</b>	Colleen	FR: Accident Disability Mgr, Safety & Risk Mgmt TO: (No Change)	45,500	46,410		10/01/05	CU	2.00%
<b>Henley</b>	Jeana	FR: Assistant Controller, Business Office TO: (No Change)	56,012	57,132		10/01/05	CU	2.00%
<b>Higgs MS</b>	Robert	FR: Head Athletic Trainer, Bobcat Athletics TO: (No Change)	43,850	45,166	*640/act First Aid Service	10/01/05	CU, *D	3.00%
<b>Hill</b>	L	FR: Program/Project Coordinator, Res Hall Fd Svc Admin TO: (No Change)	53,000	54,670		10/01/05	A	3.15%
<b>Hill BA</b>	Lewis	FR: Director, Univ Food Svs, Res Hall Fd Svc Admin TO: (No Change)	82,705	85,434		10/01/05	A	3.30%
<b>Hitchcock MS</b>	Julie	FR: Associate Director, History and Philosophy TO: (No Change)	38,500	39,270		10/01/05	D 0.5 FTE	2.00%

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Last	First							
Hofer MS	Curtis	FR: Radiation Safety Officer, Safety & Risk Mgmt TO: (No Change)	52,500	54,075		10/01/05	CU	3.00%
Huls S	Dale	FR: Assistant Director, Grants & Contracts Admin TO: (No Change)	60,500	62,315		10/01/05	CU	3.00%
Humberger	Laura	FR: Controller, Business Office TO: (No Change)	82,179	83,823		10/01/05	CU	2.00%
Hyman PHD	Linda	FR: Vice Provost, WWAMI Medical Educ Program TO: (No Change)	120,500	124,500		10/01/05	T CU AY	3.32%
Hyypa	Eric	FR: Information Systems Manager, KUSM State Base Fund TO: (No Change)	47,500	48,925		10/01/05	CU	3.00%
Inskeep S	Patricia	FR: Director, Strand Union Administration TO: (No Change)	49,342	50,847		10/01/05	A AY	3.05%
Jutila	Todd	FR: Manager of Cash Operations, Union Market TO: (No Change)	53,000	54,670		10/01/05	A	3.15%
Kassar	Brian	FR: Counselor, Counseling Center TO: (No Change)	46,649	48,048	*499/est (7/1/05 - 6/30/06) Grant Work	10/01/05	CU, *R 0.25 FTE 5/16 - 8/15	3.00%
Kennedy BA	Dale	FR: Head Track/Cross Country Coach, Bobcat Athletics TO: (No Change)	49,934	52,181	*2,500/act Track Championshi ps	10/01/05	CU, *CU	4.50%
Key BS	Virginia	FR: University Internal Auditor, President's Office TO: (No Change)	56,851	62,984		10/1/05 M, E	CU	10.79%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
Killeen	Ita	FR: Physician, Student Health Service TO: Assoc Director, Student Health Service	81,847	92,700		10/1/05 P	A 0.95 FTE AY	13.26%
Kipfer	Julie	FR: Marketing & Develop Spec, University Relations TO: (No Change)	47,760	50,193		10/01/05	CU	5.09%
Knutson	Algie	FR: One Card Manager, Card Office Oper TO: (No Change)	47,750	49,206		10/01/05	A	3.05%
Knutson BA	Larry	FR: Manager, Communications Services TO: (No Change)	43,692	44,566		10/01/05	D	2.00%
Kramer	Michael	FR: Head Football Coach, Bobcat Athletics TO: (No Change)	111,994	115,354	*1,667/mo (7/1/05 - 6/30/06) Public Relations	10/01/05	CU, *CU	3.00%
Krauss	Jeffrey	FR: Budget/Fiscal Officer, Public Service Museum TO: (No Change)	53,600	54,672		10/01/05	R	2.00%
Krepps BS	Carrie	FR: Asst Dir of Development, Bobcat Athletics TO: (No Change)	32,500	33,505		10/01/05	CU	3.09%
Kurtz	Dustin	FR: Dir Athletic Ticket Operations, Bobcat Athletics TO: (No Change)	29,500	30,533		10/01/05	CU	3.50%
LaCrone S	Linda	FR: Communications Officer, Research TO: (No Change)	40,500	45,715		10/1/05 M, E	CU	12.88%

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Last	First							
<b>LaFrance BS</b>	Kay	FR: Director of Development/Market, Nursing Departments TO: (No Change)	40,000	40,800		10/01/05	CU, D	2.00%
<b>Lamberty BS</b>	William	FR: Asst Dir of Athletic Media Rel, Bobcat Athletics TO: (No Change)	42,923	49,000		10/1/05 add duties	CU	14.16%
<b>Lang</b>	Debra	FR: Counselor, Counseling Center TO: (No Change)	35,112	36,165		10/01/05	CU 0.5 FTE AY	3.00%
<b>Lanphear JD</b>	Shawna	FR: Director Purchasing, Controller's Office TO: (No Change)	50,500	55,035		10/1/05 M, E	CU	8.98%
<b>Lashaway BS</b>	Robert	FR: Director, Facilities Services TO: (No Change)	84,566	86,257		10/01/05	CU	2.00%
<b>Lawver</b>	Dean	FR: Engineering Director, KUSM State Base Fund TO: (No Change)	49,596	51,084		10/01/05	CU	3.00%
<b>Leiggi</b>	Michael	FR: Operations Mgr - Paleontology, Public Service Museum TO: (No Change)	65,500	66,810		10/01/05	R	2.00%
<b>Letendre</b>	Diane	FR: Human Resources Specialist, Affirmative Action/Human Rscs TO: (No Change)	37,000	37,740		10/01/05	CU	2.00%
<b>Lowery</b>	David	FR: Pharmacy Manager, Student Health Service TO: (No Change)	73,300	78,000		10/01/05	A	6.41%
<b>Maas MS</b>	Alyce	FR: Asst Director of Career Svcs, Career Services TO: (No Change)	44,700	46,041		10/01/05	CU	3.00%
<b>Mahurin PHD</b>	Rebecca	FR: Director Technology Transfer, Research TO: (No Change)	89,750	95,000		10/01/05	CU	5.85%



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Last	First							
<b>Malauulu BS</b>	Miya	FR: Head Women's VB Coach, Bobcat Athletics TO: (No Change)	45,500	46,865	*167/mo (7/1/05 - 6/30/06) Public Appearances	10/01/05	CU, *CU	3.00%
<b>Mansfield</b>	Karen	FR: Human Resource/Admin Officer, Information Technology Center TO: (No Change)	40,000	40,800		10/01/05	CU	2.00%
<b>McCafferty A</b>	Jaime	FR: Assistant Athletic Trainer, Bobcat Athletics TO: (No Change)	34,772	35,822	*400/mo (7/1/05 - 8/31/05) First Aid Services	10/01/05	CU, *CU	3.02%
<b>McCoy</b>	Sharon	FR: Assistant to the President, President's Office TO: (No Change)	58,152	62,187		10/01/05	CU	6.94%
<b>McKamey BS</b>	Sheldon	FR: Dean and Director, Public Service Museum TO: (No Change)	91,211	94,211		10/01/05	CU, R	3.29%
<b>McKenzie MD</b>	Robert	FR: Associate Director, Student Health Service <b>TO: Physician, Student Health Service</b>	93,567	91,500		10/01/05	A 0.5 FTE	-2.21%
<b>Merrick MFA</b>	Beth	FR: Exhibit Director, Public Service Museum TO: (No Change)	57,227	58,372		10/01/05	R 0.833 FTE	2.00%
<b>Miles MA</b>	Michael	FR: Interim Director, Honor's Program TO: (No Change)	75,000	76,875		10/01/05	CU	2.50%
<b>Miller MS</b>	Tamara	FR: Associate Dean, Libraries TO: (No Change)	80,500	82,915		10/01/05	CU	3.00%

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Last	First							
Mineau	Paul	FR: Operations Manager, Res Hall Fd Svc Admin TO: (No Change)	53,000	54,670		08/04/05	A	3.15%
Mitchell MBA	James	FR: Director, Student Health Service TO: (No Change)	94,100	97,000		10/01/05	A	3.08%
Miyakawa	Traci	FR: Fiscal Manager, Grants & Contracts Admin TO: (No Change)	34,500	35,535		10/01/05	CU	3.00%
Morris BS	Duane	FR: Dir of Events & Marktng, OCL Administration TO: (No Change)	64,448	67,658		10/01/05	A, CU	4.98%
Morrison	Thomas	FR: Associate Director, Information Technology Center TO: (No Change)	64,522	65,812		10/01/05	CU	2.00%
Murphy	Brad	FR: Event & Operations Manager, Sports Facilities TO: (No Change)	45,500	46,865		10/01/05	A	3.00%
Nelson MS	Charles	FR: Registrar/Director, Registrar's Office TO: (No Change)	74,712	76,954		10/01/05	CU	3.00%
Nichols DNS	Elizabeth	FR: Dean, Nursing Departments TO: (No Change)	120,500	122,500		10/01/05	T CU	1.66%
Niedermier MA	Carina	FR: Dir Career Svcs/Fam Housing, Family Housing Administration TO: (No Change)	62,058	63,920		10/01/05	A, CU	3.00%
Obbink MS	Kimberly	FR: Director, Burns Telecom Center TO: (No Change)	73,517	77,097		10/01/05	CU, R	4.87%

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Last	First							
<b>O'Rourke BS</b>	Christine	FR: Director, Animal Resource Center TO: (No Change)	125,500	129,265	*2092/mo (7/1/05 - 9/30/05) **2154/mo (10/1/05 - 6/30/06) AAALAC Accreditation	10/01/05	D, *D, **D	3.00%
<b>Osen BS</b>	Kathleen	FR: Compliance Director, Central Mail TO: (No Change)	40,500	41,310		10/01/05	CU	2.00%
<b>Ott PHD</b>	Cynthia	FR: Curator of History, Museum of the Rockies TO: (No Change)	45,500	46,410		10/01/05	R	2.00%
<b>Oudshoorn MBA</b>	Joanne	FR: Director, VP Administration TO: (No Change)	59,000	60,180		10/01/05	CU	2.00%
<b>Pauley</b>	Randy	FR: Portal Project Manager, Information Technology Center TO: (No Change)	39,500	41,975		10/01/05	CU	6.27%
<b>Payne</b>	Brandi	FR: Director, Financial Aid Services TO: (No Change)	60,500	62,315		10/01/05	CU	3.00%
<b>Perlinski</b>	Kylie	FR: Student Support Specialist, Bobcat Athletics TO: (No Change)	28,000	29,005		10/01/05	CU	3.59%
<b>Perrin</b>	Ron	FR: Sat Food Operations Mngr, Concessions TO: (No Change)	40,500	41,715		10/01/05	A	3.00%
<b>Peterson PHD</b>	Norman	FR: Vice Provost for Intl Educ, Office of International Programs TO: (No Change)	91,500	95,300		10/01/05	NT D	4.15%

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Last	First							
Peterson PHD	Mary	FR: Director, Public Service Museum TO: (No Change)	85,500	87,210		10/01/05	R	2.00%
Phillips	Michael	FR: Dir & Hd Men's Coach of Tennis, Bobcat Athletics TO: (No Change)	34,246	35,285	*5,000/est (6/1/05 - 8/1/05) Junior Tennis Camps **15,000/est (6/1/05 - 7/31/05) Tennis Nike Camp	10/01/05	CU, D, *D, **D	3.03%
Phillips	Michael	FR: Information System Spec, Information Technology Center TO: (No Change)	70,700	72,114		10/01/05	CU	2.00%
Pilon	Leota	FR: Information Systems Manager, Admissions & New Student Services TO: (No Change)	55,500	57,165		10/01/05	CU	3.00%
Porter	Jennifer	FR: Director, Public Service Museum TO: (No Change)	39,135	39,918		10/01/05	R	2.00%
Pruitt BA	Aaron	FR: Director, KUSM State Base Fund TO: (No Change)	41,348	44,943		10/1/05 M	D	8.70%
Puffer	Glenn	FR: Assistant Dean, Dean of Students TO: (No Change)	40,500	41,715		10/01/05	A, CU	3.00%
Rehm A	Kimberly	FR: Budget/Fiscal Officer, Burns Telecom Center TO: (No Change)	42,900	44,187		10/01/05	CU, D, R	3.00%

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Last	First							
Rimpau PHD	James	FR: Executive Director, Office of Planning & Analysis TO: <b>Executive Director of Planning &amp; Analysis/Chief Information Officer</b>	109,180	116,500		08/01/05	CU	6.70%
Roath MS	Patricia	FR: Registrar/Collections Manager, Public Service Museum TO: (No Change)	35,000	35,700		10/01/05	CU	2.00%
Roeder S	Rebecca	FR: Asst Managing Dir, Financial Aid Services TO: (No Change)	47,500	48,925		10/01/05	CU	3.00%
Roloff MED	Craig	FR: Vice President, VP Administration TO: (No Change)	129,000	132,870		10/01/05	NT CU	3.00%
Rudman MPA	Yvonne	FR: Dir of Acdmic/Technical Pgrms, International Programs TO: (No Change)	52,951	54,540		10/01/05	CU, D, R	3.00%
Sand MED	Rita	FR: Advisor, University Studies TO: (No Change)	30,817	31,433		10/01/05	CU 0.5 FTE AY	2.00%
Schmidt BS	Leslie	FR: Asst Vice Pres for Research, Grants & Contracts Admin TO: (No Change)	82,500	87,000		10/01/05	CU	5.45%
Schmidt MA	Carol	FR: Editor, Communications Services TO: (No Change)	39,461	40,250		10/01/05	CU	2.00%
Schulz	Tom	FR: Sports Information Director, Bobcat Athletics TO: (No Change)	36,981	38,090		10/01/05	CU	3.00%
Selin MD	Karen	FR: Physician, Student Health Service TO: (No Change)	80,500	83,000		10/01/05	A	3.11%

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Last	First							
<b>Shapiro</b>	Arnold	FR: Physician, Student Health Service TO: (No Change)	85,100	87,700		10/01/05	A AY	3.06%
<b>Sheehan PHD</b>	Mark	FR: Exec Director for IS & CIO-MSU, Information Technology Center TO: (No Change)	90,415	93,127		10/01/05	CU	3.00%
<b>Shelhamer</b>	Connie	FR: Budget & Fiscal Director, Dean of Agriculture TO: (No Change)	57,700	59,720		10/01/05	CU	3.50%
<b>Sherick MS</b>	Heidi	FR: Assistant Dean, Engineering TO: (No Change)	50,891	55,349		10/1/05 M, E	CU	8.76%
<b>Simmons BS</b>	Patricia	FR: Associate Director, Information Technology Center TO: (No Change)	67,026	68,366		10/01/05	CU, D	2.00%
<b>Slade</b>	Sabra	FR: Conference Services Manager, Conference Services TO: (No Change)	38,500	39,732		10/01/05	A	3.20%
<b>Snyder MS</b>	Robert	FR: Assistant Treasurer, VP Administration TO: (No Change)	52,500	55,125		10/01/05	CU	5.00%
<b>Sondeno BS</b>	Iver	FR: Assistant Director, Facilities Services TO: (No Change)	64,889	66,186		10/01/05	CU	2.00%
<b>Stewart</b>	Naomi	FR: Information Technology Liaison, Grants & Contracts Admin TO: (No Change)	41,500	42,745		10/01/05	CU	3.00%
<b>Stocks MED</b>	Melanie	FR: Director, Sports Facilities TO: (No Change)	52,946	57,711		10/1/05 M, E	A	9.00%
<b>Stryker MA</b>	Janet	FR: Dean of Students, Student Affairs & Services TO: (No Change)	62,507	64,382		10/01/05	CU	3.00%

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Last	First							
<b>Stump BS</b>	Thomas	FR: Dir Aux Svc & Financial Aid, Student Affairs & Services TO: (No Change)	105,960	109,139		10/01/05	A	3.00%
<b>Sward S</b>	Sandra	FR: Managing Director, Grants & Contracts Admin TO: (No Change)	65,758	67,732		10/01/05	CU, D	3.00%
<b>Tanner S</b>	Kathryn	FR: Director, Community Involvement TO: (No Change)	37,500	38,700		10/01/05	A	3.20%
<b>Taylor</b>	Suzanne	FR: Dir of Publications & Graphics, Communications Services TO: (No Change)	50,500	51,510		10/01/05	CU	2.00%
<b>Taylor</b>	Leslie	FR: Legal Counsel, President's Office TO: (No Change)	88,401	98,483		10/1/05 M, E	CU	11.40%
<b>Titus</b>	Lisa	FR: Interim Development Director, KUSM State Base Fund TO: (No Change)	46,500	46,500		07/01/05	CU, D	0.00%
<b>Trinity- Stevens BA</b>	Annette	FR: Director, MSU News Service, Research TO: (No Change)	60,000	61,800		10/01/05	CU 0.8 FTE	3.00%
<b>Vaniman BA</b>	Cecilia	FR: Manager, Facilities Services TO: (No Change)	60,016	61,216		10/01/05	CU	2.00%
<b>Visser</b>	Ernest	FR: IT Manager, Dean of Engineering TO: (No Change)	64,500	67,112		10/01/05	CU	4.05%
<b>Wanago</b>	Josh	FR: Asst Dir Athletics-Development, Bobcat Athletics TO: (No Change)	43,358	49,000		10/1/05 add. duties	CU	13.01%
<b>Watkins</b>	Dawn	FR: Associate Director, Personnel & Payroll Services TO: (No Change)	53,000	55,090		10/01/05	CU	3.94%

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Last	First							
Wilson	Mary	FR: Admin Svcs/ Budget Manager, OCL Administration TO: (No Change)	48,500	49,955		10/01/05	A	3.00%
Winking MED	Rick	FR: Counselor, Student Health Service TO: (No Change)	38,700	39,900		10/01/05	A AY	3.10%
Woodmansey	Karl	FR: Assistant Director, Student Health Service TO: (No Change)	103,050	106,200		10/01/05	A	3.06%
Yasbek	Patti	FR: Managing Director, Facilities Services TO: (No Change)	60,015	61,216		10/01/05	CU	2.00%
York S	Brenda	FR: Interim Admin Director, Disability, Re-entry & Veteran TO: (No Change)	59,500	61,285		10/01/05	CU	3.00%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Adams BED	Jeffrey	FR: Asst Vice Provost, Provost (Academic Affairs) TO: (No Change)	85,500	88,500		10/01/05	T CU	3.51%
Baker EDD	Larry	FR: Associate Dean, Dean Educ/HHD TO: <b>Interim Dean, Educ/HHD</b>	73,901	101,000	*2159/act Rep for GP-IDEA Program	08/01/05	NT CU, *D	36.67%
Bancroft MARCH	Jerry	FR: Dean, Dean of Arts & Architecture TO: (No Change)	110,500	113,500		10/01/05	T CU	2.71%
Burns BS	James	FR: Advisor/Student Support Spec, Center for Native Amer Studies TO: (No Change)	42,162	46,627		10/1/05 M, E	NT CU	10.59%
Bush MS	Corlann	FR: Director, Affirmative Action/Human Rscs TO: (No Change)	61,361	63,989		10/01/05	NT CU	4.28%



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<b>Donahoe EDD</b>	Patrick	FR: Director, Counseling Center TO: (No Change)	51,978	53,017		10/01/05	P CU AY	2.00%
<b>Dooley PHD</b>	David	FR: Provost/Vice President, Provost (Academic Affairs) TO: (No Change)	137,863	141,999	*1250/mo (7/1/05 - 6/30/06) GA	10/01/05	T CU, *R	3.00%
<b>Fedock PHD</b>	Joseph	FR: Senior Vice Provost, Provost (Academic Affairs) TO: (No Change)	115,734	122,434		10/01/05	P CU	5.79%
<b>Gamble PHD</b>	Geoffrey	FR: President, President's Office TO: (No Change)	144,486	144,486		10/01/05	T CU	0.00%
<b>Graumlich PHD</b>	Lisa	FR: Executive Director, Big Sky Institute TO: (No Change)	105,000	108,000		10/01/05	P CU, R	2.86%
<b>Groseth PHD</b>	Rolf	FR: VP for Intercampus Affairs, President's Office TO: (No Change)	93,209	96,005		10/01/05	NT CU	3.00%
<b>Guss</b>	Erik	FR: Information Systems Specialist, Libraries TO: (No Change)	63,087	68,579		10/1/05 M, E	NT CU 0.85 FTE	8.70%
<b>Holmgren PHD</b>	Steven	FR: Managing Director, Chemistry TO: (No Change)	64,496	70,946	*5500 ST	10/1/05 R	NT CU, *CU 0.5 FTE	10.00%
<b>Horner</b>	John	FR: Curator, Public Service Museum TO: (No Change)	106,293	108,419		10/01/05	NT R	2.00%
<b>Jackson MFA</b>	Steve	FR: Associate Curator, Public Service Museum TO: (No Change)	50,888	51,906		10/01/05	NT R	2.00%
<b>Jelinski MPA</b>	Jane	FR: Managing Director, Political Science TO: (No Change)	47,233	48,843	*15,744 Director	10/01/05	NT CU, D, *D	3.41%

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Last	First							
Lamb EDD	Christine	FR: Assistant Dean, College of Business TO: (No Change)	63,000	64,890		10/01/05	NT CU	3.00%
Marley PHD	Robert	FR: Dean, Dean of Engineering TO: (No Change)	125,500	129,000		10/01/05	T CU	2.79%
McCoy PHD	Thomas	FR: Vice President, Research TO: (No Change)	131,748	135,700	*1,000/mo (7/1/05 - 4/30/06) Grant Work	10/01/05	T CU, *R	3.00%
McLeod PHD	Bruce	FR: Dean, Graduate Studies <b>TO: Professor, Electrical Engineering</b>	110,848	94,372		08/16/05	T CU	-14.86%
McNeely DNS	Gretchen	FR: Associate Dean, Dean of Nursing TO: (No Change)	85,763	89,194		10/01/05	P CU	4.00%
Morton MLS	Bruce	FR: Dean, Libraries TO: (No Change)	102,260	105,300	*600/mo (8/16/05 - 12/31/05) AT	10/01/05	T CU, *CU	2.97%
Pittendrigh MA	Adele	FR: Associate Dean, Dean of Letters & Science TO: (No Change)	109,700	112,930		10/01/05	NT CU, R	2.94%
Raymond PHD	Bruce	FR: Associate Dean, College of Business TO: (No Change)	95,172	98,027		10/01/05	T CU	3.00%
Reif MD	Karen	FR: Physician, Student Health Service TO: (No Change)	88,820	91,500		10/01/05	A 0.5 FTE AY	3.02%
Rossmann	Doralyn	FR: Library Systems Analyst, Libraries TO: (No Change)	48,190	50,656		10/01/05	NT CU	5.12%

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Last	First							
<b>Russell MED</b>	Ronda	FR: Director, Admissions & New Student Services TO: (No Change)	66,386	68,377		10/01/05	NT CU	3.00%
<b>Seifert MS</b>	Christin	FR: Director of Outreach, KUSM State Base Fund TO: (No Change)	32,086	33,049	*535/mo (8/15/05 - 12/21/05) AT	10/01/05	NT D, *CU	3.00%
<b>Semenik PHD</b>	Richard	FR: Dean, College of Business TO: (No Change)	120,662	130,000	*1,001/mo (7/1/05 - 6/30/06) Grant Work	10/1/2005 M	T CU, *R	7.74%
<b>Shada MS</b>	Jeffrey	FR: Director, Safety & Risk Mgmt TO: (No Change)	61,153	64,711		10/01/05	NT CU	5.82%
<b>Steen PHD</b>	Sara	FR: Dean, Dean of Letters & Science TO: (No Change)	115,500	122,000		10/01/05	T CU	5.63%
<b>Swanson PHD</b>	Elisabeth	FR: Director, Science Math Resource Center TO: (No Change)	87,683	90,314	17,537 DC	10/01/05	T CU, R	3.00%
<b>Tuthill PHD</b>	George	FR: Associate Dean, Dean of Letters & Science TO: (No Change)	70,500	72,417	*750/mo (6/1/05 - 6/30/06) Grant Work **700/act MSSE Grad Committee ***10,044 SR ****11,751 Assoc Dean	10/01/05	T CU, *R, **CU, ***R, ****CU AY	2.72%
<b>Wachter</b>	Renee	FR: Associate Dean, College of Business TO: (No Change)	90,500	96,715		10/01/05	P CU	6.87%

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Last	First							
Yarnell PHD	Allen	FR: Vice President, Student Affairs & Services TO: (No Change)	117,794	121,327		10/01/05	NT CU	3.00%
Young PHD	Gregory	FR: Vice Provost, Provost (Academic Affairs) TO: (No Change)	100,500	102,500		10/01/05	T CU	1.99%
<b>(C) FACULTY; Professors</b>								
Adams PHD	Edward	FR: Associate Professor, Civil Engineering <b>TO: Professor, Civil Engineering</b>	67,143	74,589	*3,500 SR	10/1/05 P	T CU, *R	11.09%
Aig PHD	Dennis	FR: Professor, Media & Theatre Arts TO: (No Change)	57,895	59,806	*6,433/act MPTU Coord	10/01/05	T CU, *CU	3.30%
Allard PHD	Jim	FR: Professor, History and Philosophy TO: (No Change)	57,895	59,655	*5,000 SR	10/01/05	T CU, *D	3.04%
Amin PHD	Mohammad Ruhul	FR: Professor, Mechanical Engineering TO: (No Change)	72,759	75,967	*24,253 SR	10/01/05	T CU, *R	4.41%
Ansotegui PHD	Raymond	FR: Professor, Animal & Range Sciences TO: (No Change)	67,550	69,470		10/01/05	T CU FY	2.84%
Atwood PHD	Joseph	FR: Associate Professor, Agricultural Economics & Economics <b>TO: Professor, Agricultural Economics &amp; Economics</b>	68,071	74,981		10/1/05 P	T CU	10.15%
Babbitt PHD	William	FR: Professor, Physics TO: (No Change)	69,199	71,384	*1538/act Dir Spectrum Lab **23,066 SR	10/01/05	T CU, *R, **R	3.16%
Babcock PHD	Alex	FR: Professor, Psychology TO: (No Change)	65,560	68,143	*5,463 ST ** 7,284 SR	10/01/05	T CU, *CU, **R	3.94%

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Last	First							
<b>Barge PHD</b>	Marcy	FR: Professor, Mathematical Sciences TO: (No Change)	66,526	68,171		10/01/05	T CU	2.47%
<b>Bartholomew PHD</b>	Douglas	FR: Professor, Music TO: (No Change)	59,278	61,548	*200 ST	10/01/05	T CU, *CU	3.83%
<b>Beehler PHD</b>	Sharon	FR: Professor, English TO: (No Change)	53,648	60,970		10/1/05 M, E	T CU	13.65%
<b>Beehler PHD</b>	Michael	FR: Department Head, English TO: (No Change)	59,676	61,456	2,000 DC *13,261 Dept Head Duties	10/01/05	T CU, *CU	2.98%
<b>Block PHD</b>	Richard	FR: Professor, Psychology <b>TO: Department Head, Psychology</b>	69,241	72,300	1,500 DC *9,618 Dept Head Duties **5,770 ST	08/16/05	T CU, *CU, **CU	4.42%
<b>Boik PHD</b>	Robert	FR: Professor, Mathematical Sciences TO: (No Change)	65,026	66,840		10/01/05	T CU	2.79%
<b>Borkowski PHD</b>	John	FR: Professor, Mathematical Sciences TO: (No Change)	58,067	60,740		10/01/05	T CU	4.60%
<b>Bowers PHD</b>	Kenneth	FR: Department Head, Mathematical Sciences TO: (No Change)	67,648	72,500	1,000 DC *15,032 Dept Head Duties	8/16/05 R	T CU, *CU	7.17%
<b>Bowman PHD</b>	Janice	FR: Professor, Animal & Range Sciences TO: (No Change)	72,639	74,847		10/01/05	T CU FY	3.04%

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Last	First							
<b>Brester PHD</b>	Gary	FR: Professor, Agricultural Economics & Economics TO: (No Change)	76,077	78,597	*25,359 SR	10/01/05	T CU, *R	3.31%
<b>Brittan PHD</b>	Gordon	FR: Professor, History and Philosophy TO: (No Change)	72,678	74,632	20,096 AD	10/01/05	T CU, D FY	2.69%
<b>Brittingham MA</b>	John	FR: Professor, Architecture TO: (No Change)	56,895	66,033		10/1/05 E	T CU	16.06%
<b>Brown PHD</b>	Alanna	FR: Professor, English TO: (No Change)	70,324	71,730	*5,860 ST	10/01/05	T CU, *CU	2.00%
<b>Brown PHD</b>	Frederick	FR: Professor, College of Business TO: (No Change)	76,013	86,670	*8,445 ST **7,500 SR	10/1/05 M, E	T CU, *CU, **CU	14.02%
<b>Bruwelheide EDD</b>	L	FR: Professor, Education TO: (No Change)	62,501	64,257	*6,945 SR	10/01/05	T CU, *R	2.81%
<b>Bullock PHD</b>	Janis	FR: Professor, Health & Human Development TO: (No Change)	62,799	64,655	4,000 AD *6,465 ST **2,056 SR ***2,616 Undergrad Coord	10/01/05	T CU, *CU, **CU, ***CU	2.96%
<b>Burke PHD</b>	Maurice	FR: Professor, Mathematical Sciences TO: (No Change)	63,397	65,063	*7,044 ST **3,522 Admin Masters Program	10/01/05	T CU, *CU, **CU	2.63%
<b>Cady PHD</b>	Fredrick	FR: Professor, Electrical Engineering TO: (No Change)	78,832	80,988		10/01/05	T CU	2.73%

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Last	First							
<b>Cairns PHD</b>	Douglas	FR: Professor, Mechanical Engineering TO: (No Change)	82,872	84,950	*762/mo Grant Work (5/1/05 - 4/30/06) **27,624 SR	10/01/05	T CU, *R, **R	2.51%
<b>Callis PHD</b>	Patrik	FR: Professor, Chemistry TO: (No Change)	88,307	90,956	*19,623 SR	10/01/05	T CU, *R	3.00%
<b>Calvert PHD</b>	Jerry	FR: Professor, Political Science TO: (No Change)	59,421	61,129	*4,951 ST	10/01/05	T CU, *CU	2.87%
<b>Campbell MFA</b>	Stephanie	FR: Professor, Media & Theatre Arts TO: (No Change)	55,795	61,525		10/1/05 M, E	T CU	10.27%
<b>Capalbo PHD</b>	Susan	FR: Professor, Agricultural Economics & Economics TO: (No Change)	76,789	78,523	*33,500 SR	10/01/05	T CU, *R 0.25 FTE	2.26%
<b>Carlsten PHD</b>	John	FR: Professor, Physics TO: (No Change)	88,662	91,425	10,000 DC *32,720 SR	10/01/05	T CU, D, R, *R	3.12%
<b>Carucci PHD</b>	Laurence	FR: Professor, Sociology TO: (No Change)	59,048	60,969		10/01/05	T CU	3.25%
<b>Chafey PHD</b>	Kathleen	FR: Professor, Nursing Departments TO: (No Change)	89,045	92,606	*29,681 SR	10/01/05	T CU, *R	4.00%
<b>Cherry PHD</b>	David	FR: Professor, History and Philosophy TO: (No Change)	56,895	59,133	*5,690 ST **3,000 Library Studies Advising	10/01/05	T CU, *CU, **CU	3.93%
<b>Christensen PHD</b>	Anne	FR: Professor, College of Business TO: (No Change)	84,500	87,686	*4,500 SR	10/01/05	T CU, *CU	3.77%

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Last	First							
Clarke EDD	Ardys	FR: Professor, Dean Educ/HHD TO: (No Change)	57,030	58,740	*1,142/mo (8/1/05 - 9/30/05) **1,175/mo (10/1/05 - 5/31/06) PM ***7,592 SR	10/01/05	T D, *D, **D, ***D	3.00%
Conant PHD	Rhoby	FR: Interim Dept Head/Professor, Mechanical Engineering <b>TO: Professor, Mechanical Engineering</b>	93,108	76,318		07/01/05	T CU	-18.03%
Conant PHD	Rhoby	FR: Professor, Mech Eng TO: (no change)	76,318	79,520		10/01/05		4.20%
Cone PHD	Rufus	FR: Professor, Physics TO: (No Change)	80,866	83,472	*26,955 SR	10/01/05	T CU, *R	3.22%
Creel PHD	Scott	FR: Associate Professor, Ecology TO: (No Change)	66,117	68,008	*21,864 SR **175 MSSE Science Symposium	10/01/05	T CU, *R, **CU	2.86%
Croy MM	Elizabeth	FR: Professor, Music TO: (No Change)	55,095	59,237	*200 ST	10/1/2005 M, E	T CU, *CU	7.52%
Cundy PHD	Vic	FR: Professor, Mechanical Engineering TO: (No Change)	92,663	95,166	*20,480 SR **10,240 Internship/ Senior Projects	10/01/05	T CU, *R, **CU	2.70%
Cunningham PHD	Alfred	FR: Professor, Civil Engineering TO: (No Change)	83,507	86,338	16,701 AD *27,835 SR	10/01/05	T CU, D, *R	3.39%



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Last	First							
de Onis PHD	Ann	FR: Associate Professor, Education <b>TO: Professor, Education</b>	48,776	59,108	*16,258 ST **400 TEA Program Presenter	10/1/2005 P	T CU, *CU, **D	21.18%
Dockery PHD	Jack	FR: Professor, Mathematical Sciences TO: (No Change)	59,722	62,172	*6,635 SR	10/01/05	T CU, *R	4.10%
Dratz PHD	Edward	FR: Professor, Chemistry TO: (No Change)	84,055	86,376	*28,018 SR	10/01/05	T CU, *R	2.76%
Esty PHD	Warren	FR: Professor, Mathematical Sciences TO: (No Change)	70,372	72,064		10/01/05	T, CU	2.41%
Ford	Timothy	FR: Department Head, Microbiology <b>TO: Univ Spon Rsch Appt, Department Head, Microbiology</b>	80,500	128,800	2,000 DC *26,833 SR	08/16/05	T CU, R, *R	60.00%
Ford	Timothy	FR: Univ Spon Rsch Appt, Dept Hd, Microbiology TO: (no change)	128,800	132,741		10/01/05		3.06%
Garner MA	Anne	FR: Professor, Art TO: (No Change)	57,415	59,142		10/01/05	T CU	3.01%
Garrott PHD	Robert	FR: Professor, Ecology TO: (No Change)	55,765	64,188	*18,588 SR	10/1/05 M, E	T CU, *R	15.11%
Geesey PHD	Gill	FR: Professor, Microbiology TO: (No Change)	75,741	78,013	*8,360 SR	10/01/05	T CU, *R	3.00%
Goodman PHD	Daniel	FR: Professor, Ecology TO: (No Change)	85,251	87,355	*28,414 SR	10/01/05	T CU, *R	2.47%
Gray PHD	Charles	FR: Univ Spons Res Appt Professor, Computational Biology TO: (No Change)	133,842	136,518		10/01/05	T CU, R FY	2.00%
Grieco PHD	Paul	FR: Department Head, Chemistry <b>TO: Professor, Chemistry</b>	130,073	133,541	*52,574 SR	10/01/05	T CU, D, *R	2.67%

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Last	First							
<b>Gunnink PHD</b>	Brett	FR: Department Head, Civil Engineering TO: (No Change)	109,500	113,579	6,000 DC	10/01/05	T CU FY	3.73%
<b>Hall EDD</b>	William	FR: Professor, Education TO: (No Change)	67,436	69,246	8,279 AD	10/01/05	T CU	2.68%
<b>Hansen PHD</b>	Katherine	FR: Professor, Earth Science TO: (No Change)	57,044	59,456		10/01/05	T CU	4.23%
<b>Hansen PHD</b>	Andrew	FR: Professor, Ecology TO: (No Change)	70,383	72,303	*23,461 SR	10/01/05	T CU, R, *R	2.73%
<b>Harkin PHD</b>	Gary	FR: Professor, Computer Science TO: (No Change)	75,247	78,340	*12,000 ST **8,500 SR	10/01/05	T CU, *CU, **R	4.11%
<b>Harmsen PHD</b>	Allen	FR: Univ Spon Res Appt Professor, Vet Molecular Biology TO: (No Change)	173,856	178,906		10/01/05	T CU, R FY	2.90%
<b>Helzer MFA</b>	Richard	FR: Director, Art TO: (No Change)	91,069	93,801	1,200 DC	10/01/05	T CU FY	3.00%
<b>Henson PHD</b>	Joan	FR: Professor, Microbiology TO: (No Change)	65,924	67,242	*21,975 SR	10/01/05	T CU, *R	2.00%
<b>Hickman MA</b>	Lowell	FR: Professor, Music TO: (No Change)	75,382	78,269		10/01/05	T CU	3.83%

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Last	First							
Hiscock PHD	William	FR: Department Head, Physics TO: (No Change)	85,500	88,223	7,000 DC *1,889/mo (7/1/05 - 9/30/05) MT Space Grant Consortium Director **12,350 SR ***19,000 Dept Head Duties	10/01/05	T CU, *D, **D, ***CU	3.18%
Hodgson PHD	Theodore	FR: Associate Professor, Mathematical Sciences <b>TO: Professor, Mathematical Sciences</b>	56,413	62,940	*3,134 ST **12,536 SR ***3134 Web Page Counseling	10/1/05 P	T CU, *CU, **R, ***CU	11.57%
Hyypa MA	Jack	FR: Professor, Media & Theatre Arts TO: (No Change)	80,734	83,237		10/01/05	T CU, D FY	3.10%
Jacobs PHD	Gwen	FR: Department Head, Computational Biology TO: (No Change) <b>(Professor)</b>	85,407	96,204	2,000 DC *1,536/mo (8/16/05 - 5/15/06) AR **28,469 SR	10/1/05 P	T CU, R, *R, **R	12.64%
Jahnke MA	Joel	FR: Interim Dept Chair, Media & Theatre Arts TO: (No Change)	63,914	65,831	4,800 DC *21,706 SR	10/01/05	T CU, *CU	3.00%
Jesaitis PHD	Algirdas	FR: Professor, Microbiology TO: (No Change)	78,225	80,572		10/01/05	T CU	3.00%

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Last	First							
Johns MA	Ferdinand	FR: Professor, Architecture TO: (No Change)	65,409	67,698	*900 SR	10/01/05	T CU, *D	3.50%
Johnson	Jerry	FR: Associate Professor, Political Science <b>TO: Department Head, Political Science (Professor)</b>	48,708	51,500	2,500 DC *2,675 ST **3,386 SR ***5,722 Dept Head Duties	8/1/05 P 10/1/05	T CU, *CU, **R, ***CU	5.73%
Johnson	Jerry	FR: Dept Head, Political Science (Professor TO: (no change)	51,500	60,817		10/01/05		18.09%
Johnson MARCH	Ralph	FR: Interim Director/Professor, Architecture <b>TO: Professor, Architecture</b>	66,131	66,131	*7,348 Grad Coord	8/16/05  10/1/05	T CU, *CU	0.00%
Johnson MARCH	Ralph	FR: Professor, Architecture TO: (no change)	66,131	68,280				3.25%
Jonsson MM	K	FR: Department Head, Music TO: (No Change)	77,004	77,004	1,200 DC	07/01/05	T CU FY	0.00%
Jutila PHD	Mark	FR: Univ Spon Res Appt Professor, Vet Molecular Biology TO: (No Change)	150,003	153,882		10/01/05	T CU, R FY	2.59%
Kawasaki MLS	Jodee	FR: Info Resources Dev Librarian, Libraries <b>TO: Professor</b>	58,789	65,892		10/1/05 P	T CU FY	12.08%
Keeler DA	Gregory	FR: Professor, English TO: (No Change)	62,426	64,195		10/01/05	T CU	2.83%
Kommers MA	Peter	FR: Professor, Architecture TO: (No Change)	68,656	70,716	*3,000 Foreign Students	10/01/05	T CU, *CU	3.00%
Kramer PHD	Bonita	FR: Professor, College of Business TO: (No Change)	80,555	86,155	*6,713 ST **5,000 SR	10/1/05 E	T CU, *CU, **CU	6.95%

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Last	First							
Lageson PHD	David	FR: Department Head, Earth Science TO: (No Change)	70,500	72,655	*11,750 ST **11,750 Dept Head Duties	10/01/05	T CU, *CU, **CU	3.06%
Lang PHD	Theodore	FR: Professor, Civil Engineering TO: (No Change)	85,238	88,070		10/01/05	T CU	3.32%
Large PHD	David	FR: Professor, History and Philosophy TO: (No Change)	67,901	69,759		10/01/05	T CU	2.74%
Larsen PHD	Ronald	FR: Department Head, Chemical Engineering TO: (No Change)	89,889	92,791	6,000 DC	10/01/05	T CU FY	3.23%
Lavin PHD	Matthew	FR: Professor, Plant Sciences TO: (No Change)	59,610	61,586	*2,000 SR	10/01/05	T CU, *CU	3.31%
Lee DA	Ilse-Mari	FR: Professor, Music TO: (No Change)	55,394	59,923	*5,357 S&C Award	10/1/05 M, E	T CU, *D	8.18%
Leech MM	Alan	FR: Professor, Music TO: (No Change)	59,805	62,000	*1,400 Asst Director MSMW	10/01/05	T CU, *D	3.67%
Lewandowski PHD	Zbigniew	FR: Professor, Civil Engineering TO: (No Change)	85,580	88,673	*28,527 SR	10/01/05	T CU, D, *R	3.61%
Lin PHD	James	FR: Professor, College of Business TO: (No Change)	90,543	93,724	*3,500 SR	10/01/05	T CU, *CU	3.51%
Livinghouse PHD	Thomas	FR: Professor, Chemistry TO: (No Change)	80,093	82,295		10/01/05	T CU	2.75%
Llewellyn MARCH	Clark	FR: Director, Architecture TO: (No Change)	88,269	92,893	1,200 DC	10/01/05	T CU FY	5.24%
Locke PHD	William	FR: Professor, Earth Science TO: (No Change)	53,045	54,106		10/01/05	T CU	2.00%
Lund PHD	John	FR: Professor, Mathematical Sciences TO: (No Change)	69,917	71,315		10/01/05	T CU	2.00%

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Last	First							
Lynch PHD	Wesley	FR: Department Head, Psychology TO: Professor, Psychology	63,203	64,521	*5,267 ST **6,967 Dept Head Duties ***2,972 SR	10/01/05	T CU, *CU, **CU, ***R	2.09%
Mandell PHD	John	FR: Professor, Chemical Engineering TO: (No Change)	96,075	99,129	*10,675 SR	10/01/05	T CU, *R 0.82 FTE	3.18%
Marlow PHD	Clayton	FR: Professor, Animal & Range Sciences TO: (No Change)	86,318	88,463		10/01/05	T CU FY	2.49%
McMahon PHD	Thomas	FR: Professor, Ecology TO: (No Change)	56,895	60,488	*2,250 ST **5,000 SR	10/01/05	T CU	6.31%
Miller PHD	John	FR: Professor, Computational Biology TO: (No Change)	93,419	96,638	*1,868/mo (8/16/05 - 9/30/05) **1,933/mo (10/1/05 - 5/15/06) Grant Work ***31,140 SR	10/01/05	T CU, R, *R, **R, ***R	3.45%
Minton PHD	Timothy	FR: Associate Professor, Chemistry <b>TO: Professor, Chemistry</b>	76,059	84,725	*30,424 SR	10/1/05 P	T CU,R, *R	11.39%
Mogk PHD	David	FR: Professor, Earth Science TO: (No Change)	60,411	62,890	*13,425 SR	10/01/05	T CU, *R	4.10%
Monaco PHD	Paul	FR: Professor, Media & Theatre Arts TO: (No Change)	70,500	72,827	*5,875 ST ** 5,000 SR	10/01/05	T CU, *CU, **CU	3.30%
Morgan PHD	Gwendolyn	FR: Professor, English TO: (No Change)	56,772	62,646	*4,731 ST	10/1/05 M, E	T CU, *CU	10.35%
Murphy PHD	Mary	FR: Professor, History and Philosophy TO: (No Change)	56,895	59,133	*1,400 ST **1,250 TAH Course Dev	10/01/05	T CU, *D, **R	3.93%

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Last	First							
Neff PHD	William	FR: Professor, Media & Theatre Arts TO: (No Change)	58,400	60,099		10/01/05	T CU	2.91%
Nehrir PHD	M	FR: Professor, Electrical Engineering TO: (No Change)	76,382	78,604	*25,461 SR	10/01/05	T CU, *R	2.91%
Nelson EDD	Mark	FR: Associate Professor, Health & Human Development <b>TO: Professor, Health &amp; Human Development</b>	49,354	59,143	4,000 AD *8226 ST **2742 Grad Coord	10/1/05 P	T CU, *CU, **CU	19.83%
Newman MFA	Stephanie	FR: Professor, Art TO: (No Change)	57,555	59,287		10/01/05	T CU	3.01%
Noel PHD	Joanne	FR: Professor, Architecture TO: (No Change)	60,243	62,050		10/01/05	T CU	3.00%
Notess MLS	Gregory	FR: Reference Librarian, Libraries TO: (No Change)	57,677	59,760		10/01/05	T CU FY	3.61%
Oudshoorn PHD	Michael	FR: Department Head, Computer Science TO: (No Change)	102,500	106,927	6,000 DC	10/01/05	P CU FY	4.32%
Paden PHD	Charles	FR: Univ Spon Res Appt Professor, Cell Biology & Neuroscience <b>TO: Professor, Cell Biology &amp; Neuroscience</b>	109,914	68,696	*1,374/mo (8/16/05 - 9/30/05 **1,412/mo (10/1/05 - 5/15/06) Grant Work ***11,449 SR	08/16/05	T CU, R, *R, **R, ***R FY	-37.50%
Paden PHD	Charles	FR: Professor, Cell Biology & Neuroscience TO: (no change)	68,696	70,609		10/01/05		2.78%

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Last	First							
<b>Paxton PHD</b>	John	FR: Professor, Computer Science TO: (No Change)	69,888	72,486	*1,580 Faculty Lead for Ireland	10/01/05	T CU, *D	3.72%
<b>Peed MFA</b>	Michael	FR: Professor, Art TO: (No Change)	64,102	67,914	*14,668 ST	10/01/05	T CU, *CU	5.95%
<b>Peterson PHD</b>	James	FR: Department Head, Electrical Engineering TO: (No Change)	111,226	114,197	1,800 DC	10/01/05	T CU FY	2.67%
<b>Pope MFA</b>	Norman	FR: Professor, Art TO: (No Change)	59,335	62,964	*8,226 ST	10/01/05	T CU, *CU	6.12%
<b>Pratt PHD</b>	Raymond	FR: Professor, Political Science TO: (No Change)	55,817	57,453	*4,800 SR	10/01/05	T CU, *D	2.93%
<b>Priscu PHD</b>	John	FR: Professor, Land Resources & Environmental Sciences TO: (No Change)	102,225	104,383	*34,075 SR	10/01/05	T CU, D, *R	2.11%
<b>Rebane PHD</b>	Aleksander	FR: Professor, Physics TO: (No Change)	69,976	71,996	*23,325 SR	10/01/05	T CU, *R	2.89%
<b>Reilly PHD</b>	Michael	FR: Professor, College of Business TO: (No Change)	88,980	92,434	*21,395 SR	10/01/05	T CU, *R	3.88%
<b>Roberts PHD</b>	David	FR: Department Head, Ecology TO: (No Change)	82,500	84,363	2,000 DC *18,333 Dept Head Duties	10/01/05	T CU, D, *CU	2.26%
<b>Ross PHD</b>	Rockford	FR: Professor, Computer Science TO: (No Change)	83,380	86,275	*4,632 ST	10/01/05	T CU, *D	3.47%
<b>Rotella PHD</b>	Jay	FR: Professor, Ecology TO: (No Change)	71,163	73,041	*2,305 ST **21,416 SR	10/01/05	T CU, *CU, **R	2.64%
<b>Rucker PHD</b>	Randal	FR: Professor, Agricultural Economics & Econo TO: (No Change)	88,688	91,010	*8,335 SR	10/01/05	T CU, *R	2.62%



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Last	First							
Rydell PHD	Robert	FR: Department Head, History and Philosophy TO: (No Change)	89,119	92,200	1,800 DC	10/01/05	T CU FY	3.46%
Scheerer MFA	David	FR: Associate Professor, Media & Theatre Arts <b>TO: Professor, Media &amp; Theatre Arts</b>	45,287	59,289		10/1/05 P	T CU	30.92%
Schlotzhauer MFA	Harold	FR: Professor, Art TO: (No Change)	62,352	66,094	*8,645 ST	10/01/05	T CU, *CU	6.00%
Schmidt MFA	Anthony	FR: Professor, Art TO: (No Change)	57,965	59,989	*4,000 ST **5,000 SR	10/01/05	T CU, *CU, **D	3.49%
Scott MLS	Kim	FR: Special Collections Librarian, Libraries TO: <b>(Professor)</b>	60,316	67,250	*250/act Lecture	10/1/05 P	T CU, *R FY	11.50%
Sexson PHD	Lynda	FR: Professor, History and Philosophy TO: (No Change)	64,904	67,002		10/01/05	T CU	3.23%
Sexson PHD	Michael	FR: Professor, English TO: (No Change)	65,846	67,726		10/01/05	T CU	2.86%
Sharrock PHD	Robert	FR: Professor, Plant Sciences TO: (No Change)	62,643	65,206	*17,400 SR	10/01/05	T CU, *R	4.09%
Singel	David	FR: Professor, Chemistry <b>TO: Department Head, Chemistry</b>	72,886	74,890	2,500 DC *16,196 Dept Head Duties	08/01/05	T CU, *CU	2.75%
Smith MFA	Robert	FR: Professor, Art TO: (No Change)	57,342	59,060	*12,743 ST	10/01/05	T CU, *CU	3.00%
Smith PHD	Richard	FR: Professor, Physics TO: (No Change)	67,294	69,211	*22,431 SR	10/01/05	T CU, *R	2.85%
Smith PHD	Billy	FR: Professor, History and Philosophy TO: (No Change)	77,336	79,633	*5,000 SR **1,000 TAH Course Dev	10/01/05	T CU, *D, **R	2.97%

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Last	First							
Smith PHD	Vincent	FR: Professor, Agricultural Economics & Economics TO: (No Change)	115,076	118,378	*1,918/mo (7/1/05 - 9/30/05) **1,973/mo (10/1/05 - 6/30/06) GA	10/01/05	T CU, *R, **R FY	2.87%
Snepenger PHD	David	FR: Professor, College of Business TO: (No Change)	79,424	82,765	*6,619 ST **3,500 SR	10/01/05	T CU, *CU, **R	4.21%
Sorenson MA	Henry	FR: Professor, Architecture TO: (No Change)	57,547	59,275		10/01/05	T CU	3.00%
Sowell PHD	Bok	FR: Associate Professor, Animal & Range Sciences <b>TO: Professor, Animal &amp; Range Sciences</b>	55,738	62,335	*13,386 SR	10/1/05 P	T CU, *D	11.84%
Starkey PHD	J	FR: Professor, Computer Science TO: (No Change)	84,575	87,782	*5,479 SR	10/01/05	T CU, *R	3.79%
Stein EDD	Wayne	FR: Professor, Center for Native Amer Studies TO: (No Change)	66,570	68,567	*5,548 ST	10/01/05	T CU, *CU	3.00%
Stewart EDD	C	FR: Department Head, Health & Human Development TO: (No Change)	82,219	84,363	12,000 DC	10/01/05	T CU FY	2.61%
Stewart PHD	Philip	FR: Interim Director, Chemical Engineering TO: (No Change)	81,005	82,625	22,936 *5,525 SR **21,477 Interim Director	10/01/05	T CU, D, R, *R, **R	2.00%
Stroup PHD	Richard	FR: Department Head, Agricultural Economics & Economics TO: (No Change)	65,553	67,242	10,833 DC *16,623 Dept Head Duties	10/01/05	T CU, *CU	2.58%

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Last	First							
Swanson PHD	Richard	FR: Professor, Mathematical Sciences TO: (No Change)	66,841	68,178		10/01/05	T CU	2.00%
Tobias FA	Ronald	FR: Professor/Coordinator, Media & Theatre Arts TO: (No Change)	64,933	66,946	*1,500 ST **12,987 Co- Director of MFA	10/01/05	T CU, *CU, **CU	3.10%
Tsuruta PHD	Sachiko	FR: Professor, Physics TO: (No Change)	67,350	69,267		10/01/05	T CU	2.85%
Van Luchene PHD	Robert	FR: Professor, Civil Engineering TO: (No Change)	76,640	79,186		10/01/05	T CU	3.32%
Vinogradov PHD	Aleksandra	FR: Professor, Mechanical Engineering TO: (No Change)	73,150	74,784		10/01/05	T CU	2.23%
Vogel PHD	Curtis	FR: Professor, Mathematical Sciences TO: (No Change)	65,027	66,698		10/01/05	T CU	2.57%
Walker PHD	Russell	FR: Professor, Mathematical Sciences TO: (No Change)	72,397	73,845	*1,000 Develop Course	10/01/05	T CU, *CU	2.00%
Wambolt PHD	Carl	FR: Professor, Animal & Range Sciences TO: (No Change)	69,034	70,834		10/01/05	T CU FY	2.61%
Watts PHD	Myles	FR: Professor, Agricultural Economics & Economics TO: (No Change)	109,138	111,871		10/01/05	T CU FY	2.50%
Weaver PHD	Theodore	FR: Professor, Ecology TO: (No Change)	65,980	67,641		10/01/05	T CU	2.52%
Weinert PHD	Clarann	FR: Univ Spons Rsch Appt Professor, Nursing Departments <b>TO: Professor, Nursing Departments</b>	123,974	77,484	*9,040 SR	08/16/05	T CU	-37.50%

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Last	First							
<b>Weinert PHD</b>	Clarann	FR: Professor, Nursing Departments TO: (no change)	77,484	81,583		10/01/05	TCU	5.29%
<b>Whitlock PHD</b>	Cathy	FR: Professor, Earth Science TO: (No Change)	96,500	97,460	*5,000 SR	10/01/05	T CU, *R	0.99%
<b>Wilmer PHD</b>	Franke	FR: Department Head, Political Science <b>TO: Professor, Political Science</b>	54,919	54,919	*6,250 SR **6,102 Dept Head Duties ***200 TEA Program Presenter	08/15/05	T CU, *D, **CU, ***D	0.00%
<b>Wolff PHD</b>	Richard	FR: Gilhousen Telecom Chair, Electrical Engineering TO: (No Change)	110,500	113,813	*16,450 SR	10/01/05	P CU, *R	3.00%
<b>Wood MARCH</b>	Thomas	FR: Professor, Architecture TO: (No Change)	70,803	72,927	*23,602 ST	10/01/05	T CU, *R	3.00%
<b>Wyckoff PHD</b>	William	FR: Professor, Earth Science TO: (No Change)	62,927	65,458	*5,244 ST	10/01/05	T CU, *CU	4.02%
<b>Young PHD</b>	Douglas	FR: Professor, Agricultural Economics & Economics TO: (No Change)	78,492	80,511	*12,376 ST **8,721 SR	10/01/05	T CU, *CU, **R	2.57%
<b>Young PHD</b>	Mark	FR: Professor, Plant Sciences TO: (No Change)	100,246	103,379	19,949 AD	10/01/05	T CU, R FY	3.13%
<b>(C ) FACULTY; Associate Professors</b>								
<b>Aldred PHD</b>	Jo	FR: Associate Professor, Center for Native American Studies TO: (No Change)	45,258	46,616	*7,543 ST	10/01/05	T CU, *CU	3.00%
<b>Ashley PHD</b>	Joseph	FR: Associate Professor, Earth Science TO: (No Change)	50,175	51,179	*11,150 ST	10/01/05	T CU, *CU	2.00%

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Last	First							
Bailey PHD	Sandra	FR: Human Development Spec, Health & Human Development TO: (No Change)	64,080	66,062		10/01/05	T CU FY	3.09%
Bandyopadhyay PHD	Prasanta	FR: Associate Professor, History and Philosophy TO: (No Change)	43,837	46,665	*4,000 ST **6,000 SR	10/01/05	T CU, *CU, **D 0.67 FTE	6.45%
Banfield PHD	Jeffrey	FR: Associate Professor, Mathematical Sciences TO: (No Change)	51,984	53,082		10/01/05	T CU	2.11%
Benham PHD	Harry	FR: Associate Professor, College of Business TO: (No Change)	68,988	72,135	*15,000 SR	10/01/05	T CU, *CU	4.56%
Bessen PHD	Richard	FR: Univ Spon Res Appt Assoc Prof, Vet Molecular Biology TO: (No Change)	114,400	117,567		10/01/05	T R FY	2.77%
Branch PHD	Kirk	FR: Assistant Professor, English <b>TO: Associate Professor, English</b>	46,000	49,681	*1,000 GTA Training	10/1/05 P	T CU, *CU	8.00%
Brody PHD	Michael	FR: Associate Professor, Education TO: (No Change)	47,568	50,650	4,000 AD *8,400 ST **5,946 Prgm Coord	10/01/05	T CU, *CU, **D	6.48%
Buschena PHD	David	FR: Associate Professor, Agricultural Economics & Economics TO: (No Change)	61,369	63,045	*6,818 ST	10/01/05	T CU, *R	2.73%
Cahoon PHD	Joel	FR: Associate Professor, Civil Engineering TO: (No Change)	66,111	68,386	*14,691 Asst Dept Head Duties	10/01/05	T CU, *CU	3.44%
Carson PHD	Robert	FR: Department Head, Education TO: (No Change)	66,864	68,870	15,000 DC	10/01/05	T CU FY	3.00%

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Last	First							
Carver MLS	Amy	FR: Catalog Librarian, Libraries TO: <b>(Associate Professor)</b>	52,500	56,649		10/1/05 P	T CU FY	7.90%
Cheek PHD	Rita	FR: Assistant Professor, Nursing Departments TO: <b>Associate Professor, Nursing Departments</b>	55,071	59,135	*1,520 SR	10/1/05 P	T CU, *R	7.38%
Cherry PHD	John	FR: Associate Professor, Mathematical Sciences TO: (No Change)	47,671	51,465	*8,347 SR	10/1/05 M	T CU, *R	7.96%
Cho MARCH	Byoungsoo	FR: Associate Professor, Architecture TO: (No Change)	47,120	48,062		10/01/05	P CU	2.00%
Christopher PHD	Suzanne	FR: Associate Professor, Health & Human Development TO: (No Change)	48,194	49,657	*2,677 ST **10,293 SR	10/01/05	T CU, *CU, **R	3.04%
Christopher PHD	John	FR: Professor, Health & Human Development TO: (No Change)	57,895	59,653		10/01/05	T CU	3.04%
Cloninger PHD	Mary	FR: Assistant Professor, Chemistry TO: <b>Associate Professor, Chemistry</b>	51,850	75,000	*5,761 SR	8/16/05 R, P	T CU, *D	44.65%
Conger MFA	Jeffrey	FR: Associate Professor, Art TO: (No Change)	45,258	48,094	*3,762 ST	10/01/05	T CU, *CU	6.27%
Coon MLS	Roger	FR: Reference Librarian, Libraries TO: (No Change) <b>(Associate Professor)</b>	39,769	46,712		10/1/05 P	T CU FY	17.46%
Copie PHD	Valerie	FR: Professor, Chemistry TO: (No Change)	54,882	56,528	*12,196 SR	10/01/05	T CU, *R	3.00%
Cornish PHD	Neil	FR: Assistant Professor, Physics TO: <b>Associate Professor, Physics</b>	68,000	72,802	*22,666 SR	10/1/05 P	T CU, D, *D	7.06%

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Last	First							
Crain PHD	Gilbert	FR: Associate Professor, College of Business TO: (No Change)	70,745	72,225		10/01/05	T CU	2.09%
Custer PHD	Stephan	FR: Associate Professor, Earth Science TO: (No Change)	65,185	67,460	*4,675 ST **6,468 SR	10/01/05	T CU, *R	3.49%
Dana JD	Susan	FR: Associate Professor, College of Business TO: (No Change)	59,102	62,641	*6,500 SR	10/01/05	T CU, *CU	5.99%
Davis PHD	Lisa	FR: Assistant Professor, Mathematical Sciences <b>TO: Associate Professor, Mathematical Sciences</b>	47,643	51,409	*15,881 ST	10/1/05 P	T CU, *R	7.90%
Davis PHD	Scott	FR: Associate Professor, Education TO: (No Change)	46,835	49,256	*7,731 ST **175 MSSE Science Symposium	10/01/05	T CU, *CU, **CU	5.17%
Deibert SCD	Max	FR: Associate Professor, Chemical Engineering TO: (No Change)	68,266	70,440	*22,755 SR	10/01/05	T CU, *R	3.18%
Derwinski-robinson MSN	Barbara	FR: Associate Professor, Nursing Departments TO: (No Change)	53,472	54,540	*5,941 ST	10/01/05	T CU, *CU	2.00%
Dickensheets PHD	David	FR: Associate Professor, Electrical Engineering TO: (No Change)	65,623	67,836	*21,874 SR **1,458/mo (6/1/05 - 9/30/05) ***1,507/mo (10/1/05 - 6/30/06) Grant Work	10/01/05	T CU, *R, **R, ***R	3.37%

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Last	First							
Dodd PHD	Nancy	FR: Associate Professor, College of Business TO: (No Change)	72,062	75,590	*4,500 SR **7,003 Ombudsman	10/01/05	T CU, *R, **CU	4.90%
Douglas PHD	Trevor	FR: Univ Spon Res Appt Assoc Prof, Chemistry TO: (No Change)	126,057	130,784		10/01/05	T CU, R FY	3.75%
Drenk PHD	Dean	FR: Associate Professor, College of Business TO: (No Change)	48,588	48,588		10/01/05	T CU 0.5 FTE	0.00%
Dressler EDD	Boyd	FR: Associate Professor, Education TO: (No Change)	46,091	47,497	*12,803 ST **2,560 Advising/ PLA duties	10/01/05	P CU, *D, **D	3.05%
Duffy PHD	James	FR: Assistant Professor, Chemical Engineering <b>TO: Associate Professor, Chemical Engineering</b>	58,572	63,838	*3,254 SR **9,762 ABET Prep Resp	10/1/05 P	T CU, *CU	8.99%
Dunnagan EDD	Timothy	FR: Associate Professor, Health & Human Development TO: (No Change)	46,180	50,703	4,000 AD *6,413 ST **5,131 Grad Coord	10/1/05 M, E	T CU, *CU, **CU	9.79%
Eiger PHD	Steven	FR: Associate Professor, Cell Biology & Neuroscience TO: (No Change)	46,008	48,217	*5,112 SR	10/01/05	T CU, *R	4.80%
Erickson EDD	Joanne	FR: Associate Professor, Education TO: (No Change)	48,942	50,521	4,000 AD *9,517 ST **5,438 SR ***1,359 Advising/Prog Coord	10/01/05	T CU, *CU, **R, ***CU	3.23%



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Last	First							
<b>Eversman PHD</b>	Sharon	FR: Associate Professor, Ecology TO: (No Change)	50,161	51,563	*6,400 ST	10/01/05	T CU, *CU	2.80%
<b>Feeley PHD</b>	Todd	FR: Associate Professor, Earth Science TO: (No Change)	62,500	65,021	*13,888 SR	10/01/05	T CU, *R	4.03%
<b>Fisher PHD</b>	John	FR: Associate Professor, Sociology TO: (No Change)	49,673	51,160	*6,899 SR	10/01/05	T CU, *R	2.99%
<b>Fleck PHD</b>	Robert	FR: Associate Professor, Agricultural Economics & Economics TO: (No Change)	62,981	65,439	*5,000 SR	10/01/05	T CU, *CU	3.90%
<b>Fleming PHD</b>	Walter	FR: Department Head, Center for Native American Studies TO: (No Change)	54,000	55,772	1,500 DC *891 SR **11,999 Dept Head Duties ***200/act TEA Program Presenter	10/01/05	T CU, *R, **CU, ***D	3.28%
<b>Francis PHD</b>	Gregory	FR: Associate Professor, Physics TO: (No Change)	54,855	57,050	*18,285 ST	10/01/05	T CU, *CU	4.00%
<b>Franklin PHD</b>	Michael	FR: Associate Professor, Microbiology TO: (No Change)	54,500	56,135	*12,111 SR	10/01/05	T CU, *R	3.00%
<b>Frick PHD</b>	Martin	FR: Associate Professor, Agricultural Education TO: (No Change)	83,795	86,809	*18,714 SR	10/01/05	T CU, *R 0.67 FTE	3.60%
<b>Gagnon MS</b>	Leonard	FR: Associate Professor, Animal & Range Sciences TO: (No Change)	70,994	73,085		10/01/05	T CU FY	2.95%
<b>Gaines PHD</b>	Philip	FR: Associate Professor, English TO: (No Change)	45,758	47,021		10/01/05	T CU, *CU FY 0.25 FTE	2.76%

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Last	First							
<b>Gaines PHD</b>	Philip	Additional Position: Faculty Director, University Studies	58,192	58,192		07/01/05	0.75 FTE	0.00%
<b>Gedeon PHD</b>	Tomas	FR: Associate Professor, Mathematical Sciences TO: (No Change)	51,129	53,664	*16,449 SR	10/01/05	T CU, *R	4.96%
<b>George PHD</b>	Alan	FR: Associate Professor, Mechanical Engineering TO: (No Change)	58,901	61,548	*6,545 SR **3,272 Assist Dept Head	10/01/05	T CU, *CU, **CU	4.49%
<b>Gillette PHD</b>	Richard	FR: Associate Professor, Mathematical Sciences TO: (No Change)	56,254	57,380		10/01/05	T CU	2.00%
<b>Giusti PHD</b>	Ada	FR: Associate Professor, Modern Languages & Literature TO: (No Change)	49,818	51,576		10/01/05	T CU	3.53%
<b>Hamburgh PHD</b>	Harvey	FR: Associate Professor, Art TO: (No Change)	45,930	47,078		10/01/05	T CU	2.50%
<b>Hansen MLS</b>	Mary	FR: Reference Librarian, Libraries TO: (No Change)	45,142	46,872		10/01/05	T CU FY	3.83%
<b>Hanssen PHD</b>	Frederick	FR: Associate Professor, Agricultural Economics & Economics TO: (No Change)	62,400	65,574	*5,000 SR	10/01/05	T CU, *CU	5.09%
<b>Haynes PHD</b>	Deborah	FR: Associate Professor, Health & Human Development TO: (No Change)	52,742	54,197	*17,581 SR	10/01/05	T CU, *R	2.76%
<b>Haynes PHD</b>	George	FR: Associate Professor, Health & Human Development TO: (No Change)	65,500	72,410	*7,278 SR	10/1/05 R, M	T CU, *D	10.55%
<b>Heil PHD</b>	Daniel	FR: Associate Professor, Health & Human Development TO: (No Change)	45,258	48,263	*3,000 SR	10/01/05	T CU, *D	6.64%

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Last	First							
Herbeck EDD	Mary	FR: Assistant Professor, Education TO: Associate Professor, Education	46,182	51,116	*7,697 ST **350 MSSE Science Ed	10/1/05 P	T CU, *CU, **CU	10.68%
Hooton MFA	John	FR: Associate Professor, Media & Theatre Arts TO: (No Change)	46,522	47,848	*5,169 Photo Coord	10/01/05	T CU, *CU	2.85%
Hughes PHD	Thomas	FR: Associate Professor, Cell Biology & Neuroscience TO: (No Change)	75,500	77,010	*25,167 SR	10/01/05	T CU, *R	2.00%
Hunts PHD	Holly	FR: Associate Professor, Health & Human Development TO: (No Change)	45,758	49,672	*7,626 ST	10/1/05 M, E	T CU, *CU	8.55%
Idzerda PHD	Yves	FR: Univ Spon Res Appt Assoc Prof, Physics TO: (No Change)	116,828	120,252		10/01/05	P CU, R FY	2.93%
Johnson MBA	Christie	FR: Associate Professor, College of Business TO: (No Change)	71,618	74,910	*1,500 SR	10/01/05	T CU, *R	4.60%
Jones PHD	Warren	FR: Associate Professor, Civil Engineering TO: (No Change)	66,620	68,947	*3,701 SR **14,804 Faculty Council	10/01/05	T CU, *R, **CU	3.49%
Juroszek MA	Steven	FR: Associate Professor, Architecture TO: (No Change)	50,351	52,239	*5,595 Undergrad Coord	10/01/05	T CU, *CU	3.75%
Karell PHD	Linda	FR: Associate Professor, English TO: (No Change)	47,109	48,616	*9,050 SR	10/01/05	T CU, *D	3.20%
Kerans PHD	Billie	FR: Associate Professor, Ecology TO: (No Change)	51,813	53,361	*2,250 ST **7,500 SR	10/01/05	T CU, *CU, **R	2.99%
Kevane PHD	Bridget	FR: Associate Professor, Modern Languages & Literature TO: (No Change)	48,878	50,771		10/01/05	T CU	3.87%

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Last	First							
<b>Klapper PHD</b>	Isaac	FR: Associate Professor, Mathematical Sciences TO: (No Change)	51,075	53,495	*5,675 SR	10/01/05	T CU, *R	4.74%
<b>Kollin PHD</b>	Susan	FR: Associate Professor, English TO: (No Change)	46,895	48,702	*600/mo (8/16/05 - 12/31/05) AT **7,981 SR	10/01/05	T CU, *CU, **R	3.85%
<b>Kwapisz PHD</b>	Jaroslav	FR: Associate Professor, Mathematical Sciences TO: (No Change)	49,503	51,863		10/01/05	T CU	4.77%
<b>Lansverk PHD</b>	Marvin	FR: Associate Professor, English TO: (No Change)	45,758	48,369	*1,750 New Course Develop	10/01/05	T CU, *CU	5.71%
<b>Lawrence PHD</b>	Charles	FR: Assistant Professor, Chemistry <b>TO: Associate Professor, Chemistry</b>	51,325	55,493	*17,108 SR	10/1/05 P	T CU, *R	8.12%
<b>Lawrence PHD</b>	Rick	FR: Associate Professor, Land Resources & Environmental Sciences TO: (No Change)	54,050	55,947	*18,017 SR	10/01/05	T CU, *R	3.51%
<b>Lefcort PHD</b>	Frances	FR: Univ Spon Res Appt Assoc Prof, Cell Biology & Neuroscience TO: (No Change)	90,961	93,547		10/01/05	T CU, R FY	2.84%
<b>Levy PHD</b>	Sanford	FR: Associate Professor, History and Philosophy TO: (No Change)	47,590	48,893		10/01/05	T CU	2.74%
<b>Link PHD</b>	Bennett	FR: Associate Professor, Physics TO: (No Change)	53,931	55,551	*11,985 SR	10/01/05	T CU, *R	3.00%
<b>Liu PHD</b>	Jian-yi	FR: Associate Professor, Earth Science TO: (No Change)	43,258	44,123	*880 Lead Programmer to China	10/01/05	T CU, *D	2.00%

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Last	First							
<b>Lockhart BA</b>	Marilyn	FR: Associate Professor, Education TO: (No Change)	48,656	50,785	*7,155 ST **2,050 Distance Ed Class	10/01/05	T CU, *CU, **CU	4.37%
<b>Longcope PHD</b>	Dana	FR: Associate Professor, Physics TO: (No Change)	55,944	58,182	*18,648 SR	10/01/05	T CU, *R	4.00%
<b>Lund PHD</b>	Priscilla	FR: Associate Professor, Education TO: (No Change)	47,909	50,284	4,000 AD *3,992 ST **958 SR ***1,331 Program Coord	10/01/05	T CU, *CU, **R, ***CU	4.96%
<b>Maher PHD</b>	Robert	FR: Associate Professor, Electrical Engineering TO: (No Change)	73,000	75,164	*16,222 SR	10/01/05	T CU, *R	2.96%
<b>Makeever MS</b>	Gerald	FR: Associate Professor, Music TO: (No Change)	45,257	49,055		10/1/05 M, E	T CU	8.39%
<b>Malovychko PHD</b>	Galyna	FR: Associate Professor, Physics TO: (No Change)	62,000	63,360	*13,778 SR	10/01/05	P CU, *R	2.19%
<b>Maskiell PHD</b>	Michelle	FR: Associate Professor, History and Philosophy TO: (No Change)	57,376	58,863		10/01/05	T CU	2.59%
<b>Massey EDD</b>	Laura	FR: Associate Professor, Health & Human Development TO: (No Change)	50,957	52,676	*11,324 ST	10/01/05	T CU, *CU	3.37%
<b>McClure PHD</b>	Cynthia	FR: Associate Professor, Chemistry TO: (No Change)	65,717	67,299	*6,000 ST	10/01/05	T CU, *CU	2.41%

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Last	First							
<b>McClure PHD</b>	Marcella	FR: Associate Professor, Microbiology TO: (No Change)	75,589	77,857	*840/mo (5/16/05 - 8/15/05) Grant Work **25,196 SR	10/01/05	T CU, R, *R, **R	3.00%
<b>Metz PHD</b>	Walter	FR: Associate Professor, Media & Theatre Arts TO: (No Change)	45,758	47,405	*7,800 ST	10/01/05	T CU, *CU	3.60%
<b>Miles EDD</b>	Eunice	FR: Psychologist, Counseling Center TO: (No Change)	46,550	47,481		10/01/05	T CU	2.00%
<b>Monahan PHD</b>	Susanne	FR: Department Head, Sociology TO: (No Change)	54,000	55,346	2,500 DC *5,600 SR **12,000 Dept Admin	10/01/05	T CU, *R, **CU	2.49%
<b>Montagne PHD</b>	Clifford	FR: Associate Professor, Land Resources & Environmental Sciences TO: (No Change)	52,527	53,782		10/01/05	T CU	2.39%
<b>Mooney PHD</b>	Edward	FR: Associate Professor, Industrial & Mgmt Engr TO: (No Change)	67,531	69,041	*5,628 SR **3,752 IT Computer Dev	10/01/05	T CU, *R, **CU	2.24%
<b>Moshavi PHD</b>	Dan	FR: Associate Professor, College of Business TO: (No Change)	70,554	74,211	*5,880 ST **6,000 SR	10/01/05	T CU, *CU, **R	5.18%
<b>Mumey PHD</b>	Brendan	FR: Associate Professor, Computer Science TO: (No Change)	64,830	67,225	*21,610 SR	10/01/05	T CU, *R	3.69%

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Last	First							
Myers PHD	Michael	FR: Department Head, Modern Languages & Literature TO: (No Change)	49,680	50,993	1,500 DC *1,140 Dept Chair	10/01/05	T CU, *CU	2.64%
Myers PHD	Kimberly	FR: Associate Professor, English TO: (No Change)	45,258	48,211	*1,500 ST	10/01/05	T CU, *CU	6.52%
Myers PHD	Scott	FR: Professor, Sociology TO: (No Change)	54,500	56,404	*4,500 ST	10/01/05	P CU, *CU	3.49%
Neumeier PHD	John	FR: Associate Professor, Physics TO: (No Change)	62,000	63,490	*13,722 SR	10/01/05	P CU, *R	2.40%
Oakberg PHD	Robert	FR: Associate Professor/Faculty Athletic Rep, Civil Engineering TO: (No Change)	63,365	65,285	*7,041 Faculty Athletic Rep	10/01/05	T CU, *CU	3.03%
O'Neill EDD	Maire	FR: Associate Professor, Architecture TO: (No Change)	50,712	51,726		10/01/05	T CU	2.00%
Osborne PHD	Sandra	FR: Associate Professor, Health & Human Development TO: (No Change)	49,782	50,878	*3,766 ST	10/01/05	T CU, *CU	2.20%
Perkins PHD	Steven	FR: Associate Professor, Civil Engineering TO: (No Change)	67,646	69,847	*22,549 SR	10/01/05	T CU, R, *R	3.25%
Pernarowski PHD	Mark	FR: Associate Professor, Mathematical Sciences TO: (No Change)	52,589	53,897		10/01/05	T CU	2.49%
Peters PHD	John	FR: Univ Spons Res Appt Assoc Prof, Chemistry TO: (No Change)	120,800	125,027		10/01/05	T CU, R FY	3.50%
Peterson MA	Elaine	FR: Catalog Librarian, Libraries TO: (No Change)	53,753	55,198		10/01/05	T CU FY	2.69%

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Last	First							
<b>Pinet PHD</b>	Christopher	FR: Associate Professor, Modern Languages & Literature TO: (No Change)	55,112	56,860		10/01/05	T CU	3.17%
<b>Quimby PHD</b>	William	FR: Associate Professor, Mathematical Sciences TO: (No Change)	55,113	55,113		08/16/05	T CU .5FTE	0.00%
<b>Quinn PHD</b>	Beth	FR: Associate Professor, Sociology TO: (No Change)	46,638	47,916	*10,252 SR	10/01/05	T CU, *R	2.74%
<b>Richman PHD</b>	Adam	FR: Associate Professor, Plant Sciences TO: (No Change)	46,191	47,216	*2,000 SR	10/01/05	T CU, *CU	2.22%
<b>Robison-Cox PHD</b>	James	FR: Associate Professor, Mathematical Sciences TO: (No Change)	49,539	51,536	*1,250 SR	10/01/05	T CU, *R	4.03%
<b>Rusoff PHD</b>	Anne	FR: Associate Professor, Cell Biology & Neuroscience TO: (No Change)	56,172	57,762	*6,241 Orientation	10/01/05	T CU, *D	2.83%
<b>Ryker PHD</b>	Lori	FR: Assistant Professor, Architecture <b>TO: Associate Professor, Architecture</b>	46,143	49,566		10/1/05 P	T CU	7.42%
<b>Schillings PHD</b>	Paul	FR: Associate Professor, Mechanical Engineering TO: (No Change)	70,763	72,386		10/01/05	T CU	2.29%
<b>Schmidt</b>	Edward	FR: Assistant Professor, Vet Molecular Biology <b>TO: Univ Spons Rsch Appt Asso Prof, Vet Molecular Biology</b>	55,730	89,168	*12,384 SR	07/01/05	T CU, R, *R	60.00%
<b>Schmidt</b>	Edward	FR: Univ Spons Rsch Appt Asso Prof, Vet Molecular Biology TO: (no change)	89,168	95,823		10/01/05		7.46%



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Last	First							
<b>Schmitt PHD</b>	James	FR: Associate Professor, Earth Science TO: (No Change)	62,172	63,415	*11,775 ST	10/01/05	T CU, *CU	2.00%
<b>Seymour PHD</b>	Joseph	FR: Assistant Professor, Chemical Engineering <b>TO: Associate Professor, Chemical Engineering</b>	59,889	65,252	*16,636 SR	10/1/05 P	T CU, *R	8.95%
<b>Shaffer PHD</b>	Daniel	FR: Associate Professor, Chemical Engineering TO: (No Change)	69,297	71,237		10/01/05	T CU 0.654 FTE	2.80%
<b>Sharp PHD</b>	Janet	FR: Associate Professor, Mathematical Sciences TO: (No Change)	56,500	57,971	*4,708 ST	10/01/05	P CU, *CU	2.60%
<b>Shaw PHD</b>	Joseph	FR: Associate Professor, Electrical Engineering TO: (No Change)	75,903	78,252	*25,301 SR	10/01/05	P CU, *R	3.09%
<b>Shreffler- Grant PHD</b>	M	FR: Director, Nursing Departments TO: (No Change)	63,642	67,188	3,000 DC *14,143 Director	10/01/05	T CU, *CU	5.57%
<b>Simonsen PHD</b>	Linda	FR: Associate Professor, Mathematical Sciences TO: (No Change)	49,606	51,661	*5,900 ST	10/01/05	T CU, *D	4.14%
<b>Snider PHD</b>	Ross	FR: Assistant Professor, Electrical Engineering <b>TO: Associate Professor, Electrical Engineering</b>	61,417	66,012	*13,648 SR	10/1/05 P	T CU, *R 0.18 FTE	7.48%
<b>Sobek PHD</b>	Durward	FR: Associate Professor, Industrial & Mgmt Engr TO: (No Change)	62,877	64,428	*6,986 SR	10/01/05	T CU, *R	2.47%

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Last	First							
Stein PHD	Otto	FR: Associate Professor, Civil Engineering TO: (No Change)	66,845	69,180	*14,854 SR	10/01/05	T CU, *CU	3.49%
Stephens PHD	Jerry	FR: Associate Professor, Civil Engineering TO: (No Change)	70,250	72,740	*6,000 ST **12,821 SR	10/01/05	T CU, *CU, **R	3.54%
Stillwell MFA	Cynthia	FR: Assistant Professor, Media & Theatre Arts <b>TO: Associate Professor, Media &amp; Theatre Arts</b>	39,420	46,752	*2,600 ST	10/1/05 P	T CU, *CU	18.60%
Stock PHD	Wendy	FR: Associate Professor, Agricultural Economics & Economics TO: (No Change)	72,454	74,702		10/01/05	T CU	3.10%
Stout PHD	Richard	FR: Associate Professor, Plant Sciences TO: (No Change)	53,607	56,828	*17,868 SR	10/01/05	T CU, *R	6.01%
Sunner PHD	Jan	FR: Associate Professor, Chemistry TO: (No Change)	58,959	60,372		10/01/05	T CU	2.40%
Swinford PHD	Steven	FR: Associate Professor, Sociology TO: (No Change)	46,836	48,118	*200 TEA Program Presenter	10/01/05	T CU, *D	2.74%
Taper PHD	Mark	FR: Associate Professor, Ecology TO: (No Change)	48,813	50,073	*535/mo (1/1/05 - 5/15/05) Grant Work **16,271 SR	10/01/05	P CU, *R, **R	2.58%
Taylor PHD	Shannon	FR: Associate Professor, College of Business TO: (No Change)	68,661	72,143	*15,258 Faculty Council	10/01/05	T CU, *CU	5.07%
Teintze PHD	Martin	FR: Associate Professor, Chemistry TO: (No Change)	58,889	60,507	*19,630 SR	10/01/05	T CU, *R	2.75%

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Last	First							
Thomas PHD	Amy	FR: Associate Professor, English TO: (No Change)	46,481	47,845		10/01/05	T CU	2.93%
Thorngren PHD	Jill	FR: Assistant Professor, Health & Human Development <b>TO: Associate Professor, Health &amp; Human Development</b>	42,313	46,763	*9,403 Writing for CACREP	10/1/05 P	T CU, *CU	10.52%
Trout PHD	Paul	FR: Associate Professor, English TO: (No Change)	51,742	52,951		10/01/05	T CU	2.34%
Walker PHD	Brett	FR: Associate Professor, History and Philosophy TO: (No Change)	48,908	50,586	*4,891 ST	10/01/05	T CU, *CU	3.43%
Watson MFA	Tom	FR: Associate Professor, Media & Theatre Arts TO: (No Change)	45,258	46,548	*9,278 Theater Coord	10/01/05	T CU, *CU	2.85%
Weaver PHD	David	FR: Associate Professor, Entomology TO: (No Change)	70,500	72,705		10/01/05	P CU, R FY	3.13%
Winters DNSC	Charlene	FR: Associate Professor, Nursing Departments TO: (No Change)	61,603	64,067	*14,374 SR	10/01/05	T CU, *R	4.00%
Yoo PHD	Year-Back	FR: Associate Professor, Computer Science TO: (No Change)	62,962	62,962		10/01/05	T CU	0.00%
Yost MM	Laurel	FR: Associate Professor, Music TO: (No Change)	45,242	47,397		10/01/05	T CU	4.76%
Zajdel PHD	Melody	FR: Associate Professor, English TO: (No Change)	47,247	48,408		10/01/05	T CU	2.46%
Zauha MA	Janelle	FR: Reference Librarian, Libraries TO: (No Change)	48,743	50,523	3,600 AD	10/01/05	T CU FY	3.65%
Zhu PHD	Binhai	FR: Associate Professor, Computer Science TO: (No Change)	66,709	69,353		10/01/05	T CU	3.96%

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Last	First							
Zulkowski DNS	Karen	FR: Associate Professor, Nursing Departments TO: (No Change)	61,603	63,297	*2,930 SR **4,107 Consulting	10/01/05	T CU, *R, **D	2.75%
<b>(C ) FACULTY; Assistant Professors</b>								
Al Kaisy PHD	Ahmed	FR: Assistant Professor, Civil Engineering TO: (No Change)	60,000	61,911	*18,000 SR	10/01/05	P CU, R, *D	3.18%
Angryk MS	Rafal	FR: Assistant Professor, Computer Science TO: (No Change)	68,500	69,870	*7,556 SR	10/01/05	P CU, *R	2.00%
Bangert EDD	Arthur	FR: Assistant Professor, Education TO: (No Change)	43,000	47,344	*860/mo Grant Work (3/1/05 - 5/31/05) **4,975 ST ***3,000 SR	10/1/05 M, E	P CU, *R, **R, ***R	10.10%
Barber PHD	Jarrett	FR: Assistant Professor, Mathematical Sciences TO: (No Change)	51,500	52,558	*5,722 SR	10/01/05	P CU, *R	2.05%
Becker PHD	James	FR: Assistant Professor, Electrical Engineering TO: (No Change)	63,408	65,566	*14,090 SR	10/01/05	P CU, *R	3.40%
Bennett PHD	Robert	FR: Assistant Professor, English TO: (No Change)	43,000	45,360	*7,981 SR	10/01/05	P CU, *R	5.49%
Boles PHD	Jane	FR: Assistant Professor, Animal & Range Sciences TO: (No Change)	53,902	55,399		10/01/05	P CU FY	2.78%
Bothner PHD	Brian	FR: Assistant Professor, Chemistry TO: (No Change)	60,500	62,315	*6,722 SR	10/01/05	P R, *R	3.00%

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Last	First							
<b>Bradley PHD</b>	Roger	FR: Assistant Professor, Cell Biology & Neuroscience TO: (No Change)	45,759	47,862	*915/mo (8/1/05 - 9/30/05) **951/mo (11/1/05 - 5/31/05) Grant Work ***15,253 SR	10/01/05	P CU, *R, **R, ***R	4.60%
<b>Brown MS</b>	David	FR: Assistant Professor, Land Resources & Environmental Sciences TO: (No Change)	55,500	56,882		10/01/05	P CU FY	2.49%
<b>Brown PHD</b>	James	FR: Assistant Professor, Agricultural Economics & Economics TO: (No Change)	62,500	64,199		10/01/05	P CU	2.72%
<b>Bryant PHD</b>	Scott	FR: Assistant Professor, College of Business TO: (No Change)	66,500	69,386	*6,500 SR	10/01/05	P CU, *CU	4.34%
<b>Burritt PHD</b>	James	FR: Assistant Professor, Microbiology TO: (No Change)	45,500	46,865	*15,166 SR	10/01/05	P CU, *R	3.00%
<b>Campbell MS</b>	Robert	FR: Assistant Professor, History and Philosophy TO: (No Change)	41,500	44,580		10/1/05 M, E	P CU	7.42%
<b>Campbell PHD</b>	Christina	FR: Assistant Professor, Health & Human Development TO: (No Change)	41,294	44,120	*1,700 ST	10/01/05	P CU, *R	6.84%
<b>Catoira PHD</b>	Patricia	FR: Assistant Professor, Modern Languages & Literature TO: (No Change)	45,500	47,638		10/01/05	P CU	4.70%
<b>Chen PHD</b>	Shi-Jie	FR: Assistant Professor, Industrial & Mgmt Engr TO: (No Change)	60,418	61,952	*7,000 SR	10/01/05	P CU, *R	2.54%

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Last	First							
<b>Clark-Miller PHD</b>	Jason	FR: Assistant Professor, Sociology TO: (No Change)	42,500	44,949	*4,000 ST	10/01/05	P CU, *CU	5.76%
<b>Cohen PHD</b>	Susan	FR: Assistant Professor, History and Philosophy TO: (No Change)	42,730	45,885		10/01/05 M, E	P CU	7.38%
<b>Cole PHD</b>	Michael	FR: Assistant Professor, Industrial & Mgmt Engr TO: (No Change)	60,500	61,952		10/01/05	P CU	2.40%
<b>Colton MS</b>	Nancy	FR: Assistant Professor, Health & Human Development TO: (No Change)	41,286	44,212	*3,440 ST	10/1/05 M, E	T CU, *CU	7.09%
<b>Cripps PHD</b>	Cathy	FR: Assistant Professor, Plant Sciences TO: (No Change)	50,500	51,510		10/01/05	P CU, R	2.00%
<b>Dahlen EDD</b>	Penny	FR: Assistant Professor, Health & Human Development TO: (No Change)	42,500	43,550	*5,920 ST **3,000 SR	10/01/05	P CU, *D, **D	2.47%
<b>Dimitrov PHD</b>	Alexander	FR: Assistant Professor, Computational Biology TO: (No Change)	60,500	61,710	*13,444 SR	10/01/05	P CU, *R	2.00%
<b>Diakic PHD</b>	Mensur	FR: Assistant Professor, Microbiology TO: (No Change)	57,500	59,225	*15,972 SR	10/01/05	P CU, *D	3.00%
<b>Donaldson MS</b>	Christy	FR: Reference Librarian, Libraries TO: (No Change)	39,420	40,192		10/01/05	P CU FY	1.96%
<b>Downey PHD</b>	Jayne	FR: Assistant Professor, Education TO: (No Change)	42,500	47,205	*3,542 ST **7,902 SR	10/1/05 M, E	P CU, *CU, **CU	11.07%
<b>Durham PHD</b>	Gregory	FR: Assistant Professor, College of Business TO: (No Change)	78,500	81,546	*6,500 SR	10/01/05	P CU, *D	3.88%

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Last	First							
<b>Everts MS</b>	Michael	FR: Assistant Professor, Architecture TO: (No Change)	45,500	46,410		10/01/05	P CU	2.00%
<b>Falascetti PHD</b>	Dino	FR: Assistant Professor, Agricultural Economics & Economics <b>TO: Sr Advisor-Economic Advisors Council for President (special 1 year appt)</b>	60,500	102,958		07/25/05	P CU FY	70.18%
<b>Fischer PHD</b>	Andreas	FR: Assistant Professor, Plant Sciences TO: (No Change)	44,647	49,872		10/1/05 M	P CU	11.70%
<b>Flory PHD</b>	Daniel	FR: Assistant Professor, History and Philosophy TO: (No Change)	40,172	43,175	*4,000 ST	10/1/05 M, E	P CU, *CU	7.48%
<b>Franzak PHD</b>	Judith	FR: Assistant Professor, Education TO: (No Change)	45,500	47,042	*13,827 SR	10/01/05	P CU, *CU	3.39%
<b>Gao PHD</b>	Hongwei	FR: Assistant Professor, Electrical Engineering TO: (No Change)	61,700	63,454		10/01/05	P CU	2.84%
<b>Giullian PHD</b>	Marc	FR: Assistant Professor, College of Business TO: (No Change)	73,005	76,377	*4,525 SR	10/01/05	P CU, *CU	4.62%
<b>Guggenheim PHD</b>	Marilyn	FR: Assistant Professor, Modern Languages & Literature TO: (No Change)	40,500	43,804		10/1/05 M, E	P CU	8.16%
<b>Hahn PHD</b>	Michael	FR: Assistant Professor, Health & Human Development TO: (No Change)	43,500	44,670	*3,625 ST **8,700 SR	10/01/05	P CU, *CU, **R	2.69%
<b>Halonen PHD</b>	Sandra	FR: Assistant Professor, Microbiology TO: (No Change)	48,500	49,955	*13,472 SR	10/01/05	P CU, *R	3.00%

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Last	First							
Harmon PHD	Alison	FR: Assistant Professor, Health & Human Development TO: (No Change)	45,500	46,610	*2,400 SR	10/01/05	P CU, *D	2.44%
Harney PHD	Jon	FR: Assistant Professor, Music TO: (No Change)	39,420	40,603		10/01/05	P CU	3.00%
Henson MPH	Doris	FR: Assistant Professor, Nursing Departments TO: (No Change)	54,998	56,510		10/01/05	T CU	2.75%
Hill PHD	Wade	FR: Assistant Professor, Nursing Departments TO: (No Change)	52,500	54,944	*17,500 SR	10/01/05	P CU, *R	4.65%
Holkup PHD	Patricia	FR: Assistant Professor, Nursing Departments TO: (No Change)	56,500	58,054		10/01/05	P CU	2.75%
Hribar MS	Amy	FR: Reference Librarian, Libraries TO: (No Change)	41,500	41,900		10/01/05	P CU FY	0.96%
Hug PHD	J William	FR: Assistant Professor, Education TO: (No Change)	44,500	46,745	*4,944 Outreach **5,950 ST ***2,350 SR	10/01/05	P CU, *CU, **CU, ***R	5.04%
Hunter MM	Lisa	FR: Assistant Professor, Music TO: (No Change)	39,420	41,853	*5,930 ST	10/01/05	P CU, *CU	6.17%
Hutchison PHD	Keith	FR: Assistant Professor, Psychology TO: (No Change)	49,000	50,892	*8,166 ST	10/01/05	P CU, *CU	3.86%
Igo PHD	Carl	FR: Assistant Professor, Agricultural Education TO: (No Change)	54,500	55,782	*18,167 SR	10/01/05	P CU, *R	2.35%
Janzen MFA	Gesine	FR: Assistant Professor, Art TO: (No Change)	39,420	41,852		10/01/05	P CU	6.17%
Kaiser PHD	Todd	FR: Assistant Professor, Electrical Engineering TO: (No Change)	59,543	61,269	*13,232 SR	10/01/05	P CU, *R	2.90%



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Last	First							
<b>Kalinowski PHD</b>	Steven	FR: Assistant Professor, Ecology TO: (No Change)	48,000	49,359	*10,667 SR	10/01/05	P CU *D	2.83%
<b>Kankelborg PHD</b>	Charles	FR: Assistant Professor, Physics TO: (No Change)	50,132	51,385	*16,711 SR	10/01/05	P CU, *R	2.50%
<b>Kawabata MFA</b>	Glenn	FR: Assistant Professor, Media & Theatre Arts TO: (No Change)	39,420	40,701	*3,900 ST **4,900 SR	10/01/05	P CU, *CU, **D	3.25%
<b>Knoll MS</b>	Penny	FR: Assistant Professor, Civil Engineering TO: (No Change)	55,500	57,467	*5,680 ST	10/01/05	P CU, *CU	3.54%
<b>Larkin PHD</b>	Todd	FR: Assistant Professor, Art TO: (No Change)	39,420	42,871	*6,552 ST	10/1/05 M, E	P CU, *CU	8.75%
<b>LeCain PHD</b>	Timothy	FR: Assistant Professor, History and Philosophy TO: (No Change)	41,500	44,580	*4,293 SR	10/1/05 M, E	P CU, *D	7.42%
<b>Lei PHD</b>	Benfang	FR: Assistant Professor, Vet Molecular Biology TO: (No Change)	50,500	52,055	*16,833 SR	10/01/05	P CU, *CU	3.08%
<b>Letiecq PHD</b>	Bethany	FR: Assistant Professor, Health & Human Development TO: (No Change)	42,500	44,750	*8,222 SR	10/01/05	P CU, *R	5.29%
<b>Livingston MARCH</b>	Christopher	FR: Assistant Professor, Architecture TO: (No Change)	45,500	46,410	*11,375 ST	10/01/05	P CU, *D	2.00%
<b>Luebeck EDD</b>	Jennifer	FR: Assistant Professor, Mathematical Sciences TO: (No Change)	47,500	48,507	*4,000 ST **11,150 SR	10/01/05	P CU, *CU, *R	2.12%
<b>Luparell PHD</b>	Susan	FR: Assistant Professor, Nursing Departments TO: (No Change)	50,500	53,520	*561 ST **1,400 SR	10/01/05	P CU, *CU, *R	5.98%

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Last	First							
<b>Lynes-Hayes PHD</b>	Patricia	FR: Assistant Professor, College of Nursing TO: (No Change)	50,439	51,448	*11,209 ST	10/01/05	P CU, *CU	2.00%
<b>Mast MFA</b>	Sara	FR: Assistant Professor, Art TO: (No Change)	39,420	41,852	*5,000 SR	10/01/05	P CU, *D	6.17%
<b>Merzdorf PHD</b>	Christa	FR: Assistant Professor, Cell Biology & Neuroscience TO: (No Change)	44,180	46,133	*14,727 SR	10/01/05	P CU, *R	4.42%
<b>Meyer MFA</b>	Benjamin	FR: Assistant Professor, Art TO: (No Change)	39,420	41,655		10/01/05	P CU	5.67%
<b>Miles PHD</b>	Mary	FR: Assistant Professor, Health & Human Development TO: (No Change)	43,980	46,460	*5,000 SR	10/01/05	P CU, *R	5.64%
<b>Mokwa PHD</b>	Robert	FR: Assistant Professor, Civil Engineering TO: (No Change)	58,720	60,700	*13,268 SR	10/01/05	P CU, *R	3.37%
<b>Neeley PHD</b>	Michael	FR: Assistant Professor, Sociology TO: (No Change)	43,556	46,519		10/01/05	P CU	6.80%
<b>Olson MS</b>	Gregory	FR: Assistant Professor, Health & Human Development TO: (No Change)	40,062	42,263		10/01/05	T CU	5.49%
<b>Owens PHD</b>	Lynn	FR: Assistant Professor, Health & Human Development TO: (No Change)	44,500	45,990	4,000 AD *3,708 ST **3,000 SR ***3,708 Undergrad Coord	10/01/05	P CU, *CU, **CU, ***CU	3.35%
<b>Palmer PHD</b>	Betsy	FR: Assistant Professor, Education TO: (No Change)	47,151	48,578	*350 ST **10,478 SR	10/01/05	P CU, *CU, *R	3.03%

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Last	First							
Parker PHD	Nadine	FR: Assistant Professor, Nursing Departments TO: (No Change)	49,700	52,067	*5,522 ST	10/01/05	P CU, *CU	4.76%
Prawdzienski MED	Maryann	FR: Assistant Professor, Nursing Departments TO: (No Change)	45,079	45,980	*2,504 ST	10/01/05	T CU, *CU	2.00%
Pritchard PHD	Sara	FR: Assistant Professor, History and Philosophy TO: (No Change)	41,500	44,530	*4,618 SR	10/1/05 M, E	P CU, *D	7.30%
Rasoul- Zadegan PHD	Yousef	FR: Assistant Professor, Plant Sciences TO: (No Change)	59,500	61,278		10/01/05	P CU FY	2.99%
Reidy PHD	Michael	FR: Assistant Professor, History and Philosophy TO: (No Change)	41,993	45,599	*6,000 ST **500 TAH Course Dev	10/1/05 M, E	P CU, *R, **R	8.59%
Repasky PHD	Kevin	FR: Assistant Professor, Electrical Engineering TO: (No Change)	63,000	64,935	*21,000 SR	10/01/05	P CU, *R	3.07%
Rossmann MA	Brian	FR: Reference Librarian, Libraries TO: (No Change)	42,878	44,364		10/01/05	P CU FY	3.46%
Schmalzbaue r PHD	Leah	FR: Assistant Professor, Sociology TO: (No Change)	44,500	47,059	*5,000 SR	10/01/05	P CU, *D	5.75%
Shaw PHD	Steven	FR: Assistant Professor, Electrical Engineering TO: (No Change)	60,825	63,471	*20,275 SR	10/01/05	P CU, *R	4.35%
Simpson PHD	Patricia	FR: Assistant Professor, Modern Languages & Literature TO: (No Change)	45,500	48,209	*5,056 ST	10/01/05	P CU, *CU	5.95%
Skidmore PHD	Mark	FR: Assistant Professor, Earth Science TO: (No Change)	48,500	49,470	*5,389 SR	10/01/05	P CU, *R	2.00%

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Last	First							
Smith PHD	Adina	FR: Assistant Professor, Health & Human Development TO: (No Change)	39,420	42,708	*1,752/act Grant Work **4,380 ST ***4,380 SR ****4,380 HDC Director	10/1/05 M, E	P CU,*R **CU, ***CU, ****CU	8.34%
Standerfer	Stephanie	FR: Assistant Professor, Music TO: (No Change)	41,500	42,330	*4,015 ST	10/01/05	P CU, *CU	2.00%
Stringam PHD	Blair	FR: Assistant Professor, Agricultural Education TO: (No Change)	49,460	50,962	*10,922 SR	10/01/05	P CU, *CU	3.04%
Sweeney Fee PHD	Sharon	FR: Assistant Professor, Nursing Departments TO: (No Change)	50,500	51,889	*5,611 ST	10/01/05	P CU, *CU	2.75%
Szilagyi PHD	Robert	FR: Assistant Professor, Chemistry TO: (No Change)	55,500	57,026	*2,493 SR	10/01/05	P CU, *R	2.75%
Thompson PHD	John	FR: Assistant Professor, Modern Languages & Literature TO: (No Change)	43,000	45,512		10/01/05	P CU	5.84%
Varricchio PHD	David	FR: Assistant Professor, Earth Science TO: (No Change)	48,500	49,470	*5,388 ST	10/01/05	P CU, *CU	2.00%
Wenger MS	Carolyn	FR: Director, Nursing Departments TO: (No Change)	55,787	58,018	5,000 DC *9,298 Campus Director	10/01/05	T CU, *CU	4.00%
Wojtowicz MS	Richard	FR: Reference Librarian, Libraries TO: (No Change)	39,420	40,454		10/01/05	P CU FY	2.62%
Yannakakis PHD	Yanna	FR: Assistant Professor, History and Philosophy TO: (No Change)	42,500	45,100		10/01/05	P CU	6.12%

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Last	First							
Zabinski PHD	Catherine	FR: Assistant Professor, Land Resources & Environmental Sciences TO: (No Change)	49,950	54,629	*2,101/act Grant Work **16,200 SR	10/1/05 M, E	P CU, *R, **R	9.37%
<b>(C ) FACULTY; Instructors</b>								
Pitcher BS	Rozan	FR: Instructor, Health & Human Development TO: (No Change)	43,357	44,724	*1,204 ST	10/01/05	T CU, *CU	3.15%
<b>(C ) FACULTY; Adjunct Assistant Professors</b>								
Kuntz PHDC	Sandra	FR: Assistant Professor, Nursing Departments TO: (No Change)	50,500	53,889	*16,678 SR	10/01/05	NT CU, *R	6.71%
<b>(C ) FACULTY; Adjunct Instructors</b>								
Carpenter MA	Bryce	FR: Assistant Professor, Education TO: (No Change)	45,000	46,384	*3,750 ST **1,050 SR	10/01/05	P CU, *CU, **CU	3.08%
Lipfert MFA	Theodore	FR: Assistant Professor, Media & Theatre Arts TO: (No Change)	39,420	40,496	*5,000 S&C Grant	10/01/05	P CU, *D	2.73%
Towler PHD	Brett	FR: Assistant Professor, Civil Engineering TO: (No Change)	57,500	59,242	*11,500 SR	10/01/05	NT CU, *CU	3.03%
<b>(C ) FACULTY; Visiting Associate Professors</b>								
Black PHD	Laura	FR: Assistant Professor, College of Business TO: (No Change)	77,500	80,464	*6,500 SR	10/01/05	NT CU, *R	3.82%
<b>(2) CORRECTIONS</b>								

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Last	First							
Camper PHD	Anne	FR: Associate Dean, Engineering TO: (No Change)	104,750	110,270	*529/mo (8/16/05 - 9/30/05) **595/mo (10/1/05 - 5/15/06) Grant Work ***7,948 ST	10/1/05	T CU,*R,**R, ***R 0.67 FTE FY	5.27%
Camper PHD	Anne	FR: Professor, Dean of Engineering TO: (no change)	72,200	81,081		10/1/05 E	T CU, R 0.33 FTE AY	12.30%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>38,790,240</b>	<b>40,369,011</b>				<b>4.07%</b>
<b>(3) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Davison	Wendy	Assistant Director, RLUF Administration	41,000	36,000		7/1/2005 (Bondy)	A	-12.20%
Enslinger	Dustin	Assistant Athletic Trainer, Bobcat Athletics	24,000	25,000		7/1/2005 (Swick)	CU	4.17%
<b>(C) FACULTY; Professors</b>								
Jenkins	Christopher	Professor/Department Head, Mechanical Engineering	93,108	114,000	6,000 DC	7/1/05 (Conant)	CU FY	22.44%
Schmidt PHD	Dennis	Assistant Professor, College of Business	74,000	90,000		8/16/05 (Rose)	CU	21.62%
<b>(C) FACULTY; Assistant Professors</b>								
Austin PHD	Eric	Assistant Professor, Political Science	48,673	48,000	2,000 AD	8/16/05 (Jacobson)	CU	-1.38%
Carlson MS	Ross	Assistant Professor, Chemical Engineering	54,511	60,000		8/16/05 (Adams)	CU	10.07%
Clark	Jason	Digital Initiatives Librarian, Libraries	61,216	45,000		7/18/05 (York)	CU FY	-26.49%

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Last	First							
Kerins	Francis	Assistant Professor, College of Business	81,083	90,000		8/16/05 (Maxam)	CU	11.00%
Lutey	Whitney	Assistant Professor, Civil Engineering	60,550	56,000		8/16/05 (Whelan)	CU, *R 1.0 FTE Spring Semester	-7.51%
Peterson	Dean	Assistant Professor, Civil Engineering	55,702	56,000		8/15/05 (Jost)	CU	0.53%
Peterson	Dean	Assistant Professor, Civil Engineering	56,000	57,120		10/01/05	CU	2.00%
Shanahan	Elizabeth	Assistant Professor, Political Science	41,900	44,000		8/16/2005 (Mack-Canty)	CU	5.01%
Shehryar PHD	Omar	Asst Professor of Marketing, College of Business	73,718	80,000	*15,000 SR	8/1/2005 (Karaham)	CU, *R	8.52%
Wisner PHD	Priscilla	Assistant Professor, College of Business	74,000	85,000	*5,000 SR	8/15/2005 (Rose)	CU, *CU	14.86%
<b>(4) END OF EMPLOYMENT</b>								
<b>NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Cox	Deborah	Subcontract Manager, Grants & Contracts Admin				08/05/05	CU	
Gantt MS	David	Sr Assoc Dir of Athletics, Bobcat Athletics				07/31/05	CU	
Ritschdorff	Jeanne	Budget/Fiscal Manager, Bobcat Athletics				06/30/05	CU	
<b>(A1) FACULTY; Professors</b>								
Howard PHD	Richard	Professor, Education				08/15/05	T CU	
<b>(A1) FACULTY; Associate Professors</b>								
Trolinger MS	Charlotte	Associate Professor, Media & Theatre Arts				08/26/05	T CU	
<b>(A1) FACULTY; Assistant Professors</b>								

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Last	First									
<b>Crowley MPAC</b>	Steven	Assistant Professor, College of Business				08/15/05	P CU, *CU			
<b>Feinberg</b>	Seth	Assistant Professor, Sociology & Anthropology				6/24/2005	P CU			
<b>Mathenia MS</b>	Brenda	Reference Librarian, Libraries				08/31/05	P CU FY			
<b>(5) POST RETIREMENT CONTRACTS</b>										
<b>Mann PHD</b>	Henrietta	Special Assistant to the President, President's Office	70,909	73,036		10/01/05	CU 0.33FTE	3.00%		
<b>McMillan</b>	James	Professor, Cell Biology and Neuroscience	106,061	106,061		07/01/05	CU 0.33FTE	0.00%		
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU, *CU <b>Current unrestricted</b> R = <b>Restricted</b> A = <b>Auxiliary</b> D = <b>Designated</b> O = <b>Other</b>		<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary		<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties		<b>EXTRA COMP LEGEND:</b> est = Estimated act = Actual GA = Grant administration ST = summer teaching SR = summer research AT = Additional AY teaching AR = Additional AY research SP = Speaking PM = Project management O = Other (must specify)	
* <b>NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>										



September 21-23, 2005

**ITEM 128-2001-R0905**                      **Authorization to Confer the Title of Professor Emeritus of Plant Pathology upon Gary Strobel; Montana State University**

**THAT:**                                              Upon the occasion of the retirement of Gary Strobel from the faculty of Montana State University the Board of Regents wishes to express its appreciation for his service to the University, the Montana University System, and the people of the State of Montana.

**EXPLANATION:**                                              Dr. Gary Strobel will retire on September 30, 2005, after 42 years of performing research and teaching at Montana State University. His career began in 1963 as an assistant professor, and since that time he has clearly demonstrated excellence in research, scholarship, teaching, and service.

His research and academic interests have centered on microbe –higher plant relationships. He was co-contributor to the discovery that somaclonal variation occurs in plants and can be used for plant improvement. The discovery of the R<sub>i</sub> plasmid in *Agrobacterium rhizogenes* also originated in his lab. His work on the modification of tree micro flora to preclude plant disease received major national attention in his efforts to biologically control Dutch elm disease. More recently, he has begun to examine endophytic fungi and bacteria for their novel bioactive compounds and their unique biology and has found tens of novel substances that have potential use in medicine, agriculture and industry including the pseudomycins, fungal taxol, coronamycin, and isopestacin. He has lectured at over 350 institutes and universities-worldwide (including Yale, Harvard, and Rockefeller Universities), published over 320 articles in scientific journals and holds nearly 50 USA and International patents.

While serving at MSU, Dr. Strobel hosted over 40 undergraduate students, scores of graduate students and guided the work of nearly 100 post

doctoral scientists who came to study at MSU from at least 25 different countries around the world. From 1979-2000 he was chief of the Montana NSF EPSCOR program which encourages science at all levels of society.

The faculty of the Department of Plant Sciences and Plant Pathology voted unanimously to recommend Dr. Strobel for Emeritus status.

For these and other contributions, the Board of Regents of Higher Education is pleased to confer upon Gary Strobel the rank of Professor Emeritus of Plant Pathology at Montana State University and wishes him well for many years in the future.

ITEM 128-2300-R0905; Staff Agricultural Experiment Station							September 21 - 23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<p><i>Although the Pay Plan provided for an average 3.5% salary increase for faculty, professionals and administrators, the standard increases for FY06 will range from 2.00% - 7.00%, depending upon many factors such as performance, market, equity, and compression. Any salary increases above this range will be explained in the eff. date/reason column.</i></p>								
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Armstrong MS</b>	Harold	FR: Seed Lab Manager, Plant Sciences TO: (No Change)	52,500	54,311		10/01/05	CU	3.45%
<b>Baumbauer MS</b>	David	FR: Manager, Dean of Agriculture TO: (No Change)	56,831	58,820	3,000 AD	10/01/05	CU	3.50%
<b>Davis MS</b>	Kathleen	FR: Research Associate, Animal & Range Sciences TO: (No Change)	33,937	35,091		10/01/05	CU	3.40%
<b>Flaherty MS</b>	Carol	FR: Assistant Editor, Communications Services TO: (No Change)	38,127	39,271		10/01/05	CU	3.00%
<b>Molle BS</b>	Joseph	FR: Asst to Superintendent, AES LARRS TO: (No Change)	45,000	46,575		10/01/05	CU	3.50%
<b>Nash MS</b>	Deanna	FR: Manager, Plant Sciences TO: (No Change)	38,000	39,330		10/01/05	CU	3.50%
<b>Phelps MS</b>	David	FR: Research Assistant, AES LARRS TO: (No Change)	35,729	36,980		10/01/05	CU	3.50%
<b>Rognlie</b>	Matthew	FR: Coordinator, Dean of Agriculture TO: (No Change)	49,692	54,431		10/1/05 E,M	CU	9.54%
<b>Schaff MS</b>	Bernard	FR: Manager, Dean of Agriculture TO: (No Change)	44,545	46,104		10/01/05	CU	3.50%
<b>Sherwood MS</b>	Harrie	FR: Research Associate, Animal & Range Sciences	32,305	33,404		10/01/05	CU	3.40%

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Last	First							
		TO: (No Change)						
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Littlefield PHD	Jeffrey	FR: Research Scientist, Land Resources & Environmental Sciences TO: (No Change)	43,908	45,445		10/01/05	CU	3.50%
<b>(C) FACULTY; Professors</b>								
Antle PHD	John	FR: Professor, Agricultural Economics & Economics TO: (No Change)	109,326	111,960	*36,448 SR	10/01/05	T CU,*R	2.41%
Berardinelli PHD	James	FR: Professor, Animal & Range Sciences TO: (No Change)	61,657	63,358		10/01/05	T CU FY	2.76%
Bergman PHD	Jerald	FR: Superintendent, AES EARC TO: (No Change)	78,792	81,233		10/01/05	T CU FY	3.10%
Blake PHD	Thomas	FR: Professor, Plant Sciences TO: (No Change)	78,422	80,121	*17,427 SR	10/01/05	T CU,*R	2.17%
Bruckner PHD	Philip	FR: Professor, Plant Sciences TO: (No Change)	84,733	87,213		10/01/05	T CU FY	2.93%
Callan PHD	Nancy	FR: Professor, AES WARC TO: (No Change)	62,032	64,187		10/01/05	T CU FY	3.47%
Ditterline PHD	Raymond	FR: Professor, Plant Sciences TO: (No Change)	66,515	68,193		10/01/05	T CU FY	2.52%
Dyer PHD	William	FR: Professor, Plant Sciences TO: (No Change)	73,797	75,665		10/01/05	T CU FY	2.53%
Hatfield PHD	Patrick	FR: Professor, Animal & Range Sciences TO: (No Change)	73,725	75,787		10/01/05	T CU FY	2.80%

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Last	First							
Inskeep PHD	William	FR: Professor, Land Resources & Environmental Sciences TO: (No Change)	74,950	77,197	10,000 *24,983 SR	10/01/05	T CU,*R	3.00%
Jackson PHD	Grant	FR: Professor, AES WTARC TO: (No Change)	66,194	67,518		10/01/05	T CU FY	2.00%
Jacobsen PHD	Jeffrey	FR: Dean and Director, Dean of Agriculture TO: (No Change)	125,500	127,300		10/01/05	T CU FY	1.43%
Marsh PHD	John	FR: Professor, Agricultural Economics & Economics TO: (No Change)	87,411	90,359		10/01/05	T CU FY	3.37%
Martin PHD	John	FR: Professor, Plant Sciences TO: (No Change)	74,506	76,388		10/01/05	T CU FY	2.53%
Maxwell PHD	Bruce	FR: Professor, Land Resources & Environmental Sciences TO: (No Change)	81,839	84,292		10/01/05	T CU FY	3.00%
Olson PHD	Bret	FR: Professor, Animal & Range Sciences TO: (No Change)	60,840	69,228		10/1/05 E,M	T CU FY	13.79%
O'Neill PHD	Kevin	FR: Professor, Land Resources & Environmental Sciences TO: (No Change)	72,254	74,559	*900/act AT	10/01/05	T CU,*CU FY	3.19%
Pascual PHD	David	FR: Univ Spon Res Appt Assoc Prof, Vet Molecular Biology <b>TO: Univ Spon Res Appt Prof, Vet Molecular Biology</b>	124,936	124,936		7/1/05 P	T CU,R FY	0.00%
Pascual PHD	David	FR: Univ Spon Res Appt Prof, Vet Molecular Biology TO: No Change	124,936	136,306		10/01/05	T CU,R FY	9.10%

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Last	First							
Quinn PHD	Mark	FR: Univ Spon Res Appt Assoc Prof, Vet Molecular Biology <b>TO: Univ Spon Res Appt Prof, Vet Molecular Biology</b>	117,806	117,806	5,000 AD	7/1/05 P	T CU,D,R FY	0.00%
Quinn PHD	Mark	FR: Univ Spon Res Appt Prof, Vet Molecular Biology TO: No Change	117,806	129,034	5,000 AD	10/01/05	T CU,D,R FY	9.53%
Sands PHD	David	FR: Professor, Plant Sciences TO: (No Change)	65,468	66,777		10/01/05	T CU	2.00%
Sherwood PHD	John	FR: Department Head, Plant Sciences TO: (No Change)	77,802	80,341	13,000 DC	10/01/05	T CU FY	3.26%
Stougaard PHD	Robert	FR: Professor, AES NWARC TO: (No Change)	74,118	76,534	*700/mo Weed Program Work (7/1/05 - 6/30/06)	10/01/05	T CU,*D FY	3.26%
Strobel PHD	Gary	FR: Professor, Plant Sciences TO: (No Change)	96,562	96,562	20,000 AD	7/1/2005- 9/30/05 (moving to PRC)	T CU FY	0.00%
Talbert PHD	Luther	FR: Professor, Plant Sciences TO: (No Change)	88,398	91,540		10/01/05	T CU FY	3.55%
Tess PHD	Michael	FR: Department Head, Animal & Range Sciences <b>TO: Professor, Animal &amp; Range Sciences</b>	73,490	73,490		06/01/05	T CU FY	0.00%
Tess PHD	Michael	FR: Professor, Animal & Range Sciences TO: No Change	73,490	75,641		10/01/05	T CU FY	2.93%

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Last	First							
Ward PHD	David	FR: Professor, Land Resources & Environmental Sciences TO: (No Change)	98,897	101,623	*32,966 ST	10/01/05	T CU,*R	2.76%
Weeden PHD	Norman	FR: Professor, Plant Sciences TO: (No Change)	94,745	97,032		10/01/05	T CU FY	2.41%
Westcott PHD	Malvern	FR: Department Head, AES WARC TO: (No Change)	84,533	86,702	9,000 DC	10/01/05	T CU FY	2.57%
White PHD	Michael	FR: Univ Spon Res Appt Professor, Vet Molecular Biology TO: (No Change)	123,994	129,595		10/01/05	T CU,R FY M	4.52%
Wraith PHD	Jon	FR: Department Head, Land Resources & Environmental Sciences TO: (No Change)	70,808	73,207	*23,603 SR	10/01/05	T CU,*CU,R	3.39%
<b>(C ) FACULTY; Associate Professors</b>								
Carlson MS	Gregg	FR: Superintendent, AES NARC TO: (No Change)	72,294	74,440		10/01/05	T CU FY	2.97%
Dunkel PHD	Florence	FR: Associate Professor, Plant Sciences TO: (No Change)	64,062	65,688		10/01/05	T CU FY	2.54%
Eckhoff PHD	Joyce	FR: Associate Professor, AES EARC TO: (No Change)	61,985	64,022		10/01/05	T CU FY	3.29%
Engel PHD	Richard	FR: Associate Professor, Land Resources & Environmental Sciences TO: (No Change)	54,520	56,086		10/01/05	T CU FY	2.87%
Giroux PHD	Michael	FR: Associate Professor, Plant Sciences	68,360	71,035		10/01/05	T CU FY	3.91%

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Last	First							
		TO: (No Change)						
Hardy PHD	Michele	FR: Univ Spon Res Appt Assoc Prof, Vet Molecular Biology TO: (No Change)	103,425	106,366		10/01/05	T CU,R FY	2.84%
Ivie PHD	Michael	FR: Associate Professor, Plant Sciences TO: (No Change)	62,682	64,452		10/01/05	T CU FY	2.82%
Johnson PHD	Duane	FR: Superintendent, AES NWARC TO: (No Change)	78,466	80,736		10/01/05	P CU FY	2.89%
Kephart PHD	Kenneth	FR: Superintendent, AES SARC TO: (No Change)	72,366	74,611		10/01/05	P CU FY	3.10%
Kushnak PHD	Gregory	FR: Superintendent, AES WTARC TO: (No Change)	65,485	67,320		10/01/05	T CU FY	2.80%
McDermott PHD	Timothy	FR: Associate Professor, Land Resources & Environmental Sciences TO: (No Change)	63,012	64,952	*14,003 SR	10/01/05	T CU,*R	3.08%
McNew PHD	Kevin	FR: Assoc Prof and Mktg Spec, Agricultural Economics & Economics TO: (No Change)	81,351	82,978		10/01/05	T CU	2.00%
Miller PHD	Perry	FR: Associate Professor, Land Resources & Environmental Sciences TO: (No Change)	64,511	66,753		10/01/05	T CU FY	3.48%
Peterson PHD	Robert	FR: Associate Professor, Land Resources & Environmental Sciences TO: (No Change)	77,000	79,400		10/01/05	P CU FY	3.12%
<b>(C ) FACULTY; Assistant Professors</b>								



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Last	First							
Chen PHD	Chengci	FR: Assistant Professor, AES CARC TO: (No Change)	57,700	59,496		10/01/05	P CU FY	3.11%
Dougher PHD	Tracy	FR: Assistant Professor, Plant Sciences TO: (No Change)	54,206	55,779		10/01/05	P CU FY	2.90%
Dyer PHD	Alan	FR: Asst Professor-Plant Pathology, Plant Sciences TO: (No Change)	55,500	56,610		10/01/05	P CU FY	2.00%
Halford	William	FR: Asst Professor, Vet Molecular Biology <b>TO: Univ Spon Rsch Appt Asst Prof, Vet Molecular Biology</b>	58,500	93,600	*13,000 SR	07/01/05	CU,R,*R	60.00%
Halford	William	FR: Univ Spon Rsch Appt Asst Prof, Vet Molecular Biology TO: No Change	93,600	95,472		10/01/05	CU,R,*R	2.00%
King PHD	Steven	FR: Asst Professor of Weed Science, AES SARC TO: (No Change)	55,000	56,100		10/01/05	P CU FY	2.00%
McGlynn PHD	Brian	FR: Assistant Professor, Land Resources & Environmental Sciences TO: (No Change)	55,500	57,290	*9,250 SR	10/01/05	P CU,*R	3.22%
Menalled PHD	Fabian	FR: Asst Professor/Weed Science, Land Resources & Environmental Sciences TO: (No Change)	55,500	56,922		10/01/05	P CU FY	2.56%
Rumph PHD	Janice	FR: Assistant Professor, Animal & Range Sciences TO: (No Change)	55,500	56,610		10/01/05	P CU FY	2.00%
Stoddard PHD	Christiana	FR: Assistant Professor, Agricultural Economics & Economics	60,500	62,409	*6,666 SR	10/01/05	P CU,*R	3.16%

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Last	First									
		TO: (No Change)								
Wichman MS	David	FR: Superintendent, AES CARC TO: (No Change)	65,719	67,656		10/01/05	T CU FY	2.95%		
<b>(C ) FACULTY; Research Professors</b>										
Story MS	Jim	FR: Research Professor, AES WARC TO: (No Change)	67,515	68,866		10/01/05	CU FY	2.00%		
<b>TOTALS AND AVERAGE INCREASE</b>			<b>5,035,115</b>	<b>5,227,094</b>				<b>3.81%</b>		
<b>(5) POST RETIREMENT CONTRACTS</b>										
Strobel PHD	Gary	Plant Sciences		133,333		10/1/05 - 6/30/06	NT CU 0.33 FTE FY	0.00%		
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other		<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary		<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties		<b>EXTRA COMP LEGEND:</b> est = Estimated act = Actual GA = Grant administration ST = summer teaching SR = summer research AT = Additional AY teaching AR = Additional AY research SP = Speaking PM = Project management O = Other (must specify)	
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>										

ITEM 128-2400-R0905; Staff Cooperative Extension Service							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<i>Although the Pay Plan provided for an average 3.5% salary increase for faculty, professionals and administrators, the standard increases for FY06 will range from 2.00% - 7.00%, depending upon many factors such as performance, market, equity, and compression. Any salary increases above this range will be explained in the eff. date/reason column.</i>								
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Burlingame S</b>	Edgar	FR: FSTS Fire/Rescue Training, FSTS Administration TO: (No Change)	40,503	41,718		10/01/05	CU 0.5 FTE	3.00%
<b>Caughey</b>	Jason	FR: Fire/Rescue Trainer, FSTS Administration TO: (No Change)	40,500	41,715		10/01/05	CU	3.00%
<b>Harada</b>	Steven	FR: Training and Development, FSTS Administration TO: (No Change)	38,504	39,660		10/01/05	CU 0.35 FTE	3.00%
<b>Larson BS</b>	Ronald	FR: Manager, Plant Sciences TO: (No Change)	46,020	47,400		10/01/05	R	3.00%
<b>Mclsaac</b>	Tom	FR: Fire/Rescue Trainer, FSTS Administration TO: (No Change)	47,500	48,925		10/01/05	CU	3.00%
<b>Rahn-Gibson BA</b>	Sandra	FR: Budget & Fiscal Director, Extension Service Administration TO: (No Change)	58,991	61,056	*250/mo Grant Work (7/1/05 - 11/30/05)	10/01/05	CU,*R	3.50%
<b>Siemsen BS</b>	Susan	FR: Assistant Plant Pathologist, Plant Sciences TO: (No Change)	33,550	34,557		10/01/05	D	3.00%
<b>Steele PHD</b>	Douglas	FR: Director, Extension Service Administration TO: (No Change)	120,500	124,700	*2,008/mo Grant Work (5/1/05 - 11/15/05)	10/01/05	CU,*R	3.49%

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Last	First							
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Gough PHD</b>	Robert	FR: Interim Assoc Dean Acad Prog, Plant Sciences TO: (No Change)	72,747	74,929	<b>18,000 AD</b>	10/01/05	T CU	3.00%
<b>Sun PHD</b>	Mike	FR: Director, Plant Sciences TO: (No Change)	88,480	91,134		10/01/05	NT D	3.00%
<b>(C) FACULTY; Professors</b>								
<b>Astroth PHD</b>	Kirk	FR: Director 4H Center, ES 4-H TO: (No Change)	82,957	85,446		10/01/05	T CU FY	3.00%
<b>Bauder PHD</b>	James	FR: Tillage Specialist, Land Resources & Environmental Science TO: (No Change)	75,461	77,703	*1,100/mo (7/1/05 - 6/30/06) Grant Work	10/01/05	T CU,*R FY	2.97%
<b>Cash PHD</b>	Steven	FR: Agronomist, Animal & Range Sciences TO: (No Change)	69,221	71,360		10/01/05	T CU FY	3.09%
<b>Gipp PHD</b>	Wayne	FR: Swine Specialist, Animal & Range Sciences TO: No Change	65,804	<b>65,808</b>		06/01/05	T CU FY	0.01%
<b>Gipp PHD</b>	Wayne	FR: Interim Department Head, Animal & Range Sciences <b>TO: Interim Department Head, Animal &amp; Range Sciences</b>	65,808	<b>67,124</b>		10/01/05	T CU FY	2.00%
<b>Goetting PHD</b>	Marsha	FR: Professor, Agricultural Economics & Economics TO: (No Change)	83,415	85,084	*1,390/mo (7/1/05 - 9/30/05) Grant Work	10/01/05	T CU,*R FY	2.00%
<b>Jacobsen PHD</b>	Barry	FR: Professor, Plant Sciences TO: (No Change)	100,633	104,332		10/01/05	T CU FY	3.68%

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Last	First							
Johnson PHD	James	FR: Professor, Agricultural Economics & Economics TO: (No Change)	97,726	99,681		10/01/05	T CU FY	2.00%
Johnson PHD	Greg	FR: Department Head, Entomology TO: No Change	94,137	94,137		07/01/05	T CU FY	0.00%
Johnson PHD	Greg	FR: Department Head, Entomology <b>TO: Professor, Animal and Range Sciences</b>	94,137	96,853		10/01/05	T CU FY	2.89%
Knight PHD	James	FR: Specialist, Animal & Range Sciences TO: (No Change)	77,968	80,282		10/01/05	T CU FY	2.97%
Kott PHD	Rodney	FR: Sheep Specialist, Animal & Range Sciences TO: (No Change)	68,969	71,019		10/01/05	T CU FY	2.97%
Mosley PHD	Jeffrey	FR: Range Specialist, Animal & Range Sciences TO: (No Change)	69,171	71,560		10/01/05	T CU FY	3.45%
Paterson PHD	John	FR: Beef Specialist, Animal & Range Sciences TO: (No Change)	93,790	96,421		10/01/05	T CU FY	2.80%
Vogel EDD	Michael	FR: Housing/Home Energy Specialist, Education TO: (No Change)	92,450	95,224	*698/mo (4/1/05 - 8/31/05) Grant Work	10/01/05	T CU,D,R,*R FY	3.00%
<b>(C ) FACULTY; Associate Professors</b>								
Baker MS	Ronalee	FR: County Agent, ES Agents (Assistant Professor) TO: No Change	41,709	41,709		7/1/05 P	T CU,D FY	0.00%
Baker MS	Ronalee	FR: Associate Professor <b>TO: (Associate Professor)</b>	41,709	45,824		10/01/05	T CU,D FY	9.87%
Blodgett PHD	Sue	FR: IPM Specialist, Animal & Range Sciences TO: (No Change)	72,056	74,552		10/01/05	T CU,R FY	3.46%

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Last	First							
<b>Brence MS</b>	Larry	FR: East Regional Department Head, Extension Service Administration TO: (No Change)	58,500	60,548		10/01/05	T CU FY	3.50%
<b>Carlstrom MS</b>	Ronald	FR: County Agent, ES Agents TO: (No Change)	48,955	50,424		10/01/05	T CU,D FY	3.00%
<b>Clark MS</b>	Daniel	FR: Chair & County Agent, ES Agents TO: (No Change)	45,258	46,616	300 AD	10/01/05	T CU,D FY	3.00%
<b>Crawford MS</b>	Darren	FR: Chair & County Agent, ES Agents (Assistant Professor) TO: No Change	39,420	39,420	300 AD *500/act CCA certification	7/1/05 M,P	T CU,D,*R FY	0.00%
<b>Crawford MS</b>	Darren	FR: Associate Professor <b>TO: (Associate Professor)</b>	39,420	45,711		10/01/05	T CU,D,*R FY	15.96%
<b>Hoffman MPA</b>	Laurence	FR: Chair & County Agent, ES Agents TO: (No Change)	58,947	60,421		10/1/2005 M	T CU FY	2.50%
<b>Kesner MS</b>	Todd	FR: Chair & County Agent, ES Agents (Assistant Professor) TO: No Change	43,631	43,631		7/1/05 P	T CU,D FY	0.00%
<b>Kesner MS</b>	Todd	FR: Chair & County Agent, ES Agents (Assistant Professor) <b>TO: (Associate Professor)</b>	43,631	47,515		10/01/05	T CU,D FY	8.90%
<b>King MS</b>	Marc	FR: Chair & County Agent, ES Agents TO: (No Change)	45,109	46,462		10/01/05	T CU,D FY	3.00%
<b>Knerr MS</b>	Virginia	FR: Chair & County Agent, ES Agents TO: (No Change)	46,849	48,254		10/01/05	T CU,D FY	3.00%
<b>Lucas MS</b>	Daniel	FR: Chair & County Agent, ES Agents TO: (No Change)	48,131	49,695		10/01/05	T CU,D FY	3.25%
<b>Manoukian MS</b>	Mark	FR: Chair & County Agent, ES Agents TO: (No Change)	45,299	46,771		10/01/05	T CU,D FY	3.25%
<b>Mendenhall MS</b>	Scott	FR: Chair & County Agent, ES Agents TO: (No Change)	51,144	52,678	300 AD	10/01/05	T CU,D 0.5 FTE FY	3.00%

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NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
Miller MS	Eric	FR: Chair & County Agent, ES Agents (Assistant Professor) TO: No Change	39,420	39,420	300 AD	7/1/05 M,P	T CU,D FY	0.00%
Miller MS	Eric	FR: Chair & County Agent, ES Agents (Assistant Professor) <b>TO: (Associate Professor)</b>	39,420	45,711		10/01/05	T CU,D FY	15.96%
Paul EDD	Lynn	FR: Associate Professor, Health & Human Development <b>TO: Professor, Health &amp; Human Development</b>	59,971	66,770		10/1/05 M,P	T CU FY	11.34%
Roos MS	Bobbie	FR: Chair & County Agent, ES Agents TO: (No Change)	45,736	47,108		10/01/05	T CU,D FY	3.00%
Seilstad MED	Denise	FR: Chair & County Agent, ES Agents (Assistant Professor) <b>TO: (Associate Professor)</b>	44,933	44,933		7/1/05 M,P	T CU,D FY	8.73%
			44,933	48,856		10/1/05		
Smith MBA	Bruce	FR: Chair & County Agent, ES Agents TO: (No Change)	44,793	46,137	* 738/mo PM (7/1/05 - 12/31/05)	10/01/05	T CU,D,*R FY	3.00%
Stivers MS	Jack	FR: County Agent, ES Agents TO: (No Change)	47,501	48,926		10/01/05	T CU,D FY	3.00%
Wargo MS	Judee	FR: Chair & County Agent, ES Agents TO: (No Change)	51,102	52,635		10/01/05	T CU,D FY	3.00%
Wells MS	Jennifer	FR: County Chair, ES Agents TO: (No Change)	45,258	46,616	300 AD	10/01/05	T CU,D FY	3.00%
Williams MS	Kent	FR: County Agent, ES Agents TO: (No Change)	48,316	49,765		10/01/05	T CU,D FY	3.00%
Williams MS	Richard	FR: Community Development Spec, Extension Service Administration TO: (No Change)	61,425	62,807		10/01/05	T CU FY	2.25%
Wolery MS	Jane	FR: County Agent, ES Agents TO: (No Change)	47,854	49,290		10/01/05	T CU,D FY	3.00%
<b>(C ) FACULTY; Assistant Professors</b>								

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Last	First							
<b>Andrews BS</b>	Tara	FR: Chair & County Agent, ES Agents TO: (No Change)	41,258	42,496		10/01/05	P CU,D FY	3.00%
<b>Bertelsen MS</b>	David	FR: Chair & County Agent, ES Agents TO: (No Change)	47,476	49,019		10/01/05	T CU,D FY	3.25%
<b>Broesder MS</b>	Joseph	FR: Extension Agent, ES Agents TO: (No Change)	40,000	41,200		10/01/05	P CU,D FY	3.00%
<b>Cantalupo MA</b>	Nico	FR: Extension Agent, ES Agents TO: (No Change)	39,420	40,504	300 AD	10/01/05	P CU,D FY	2.75%
<b>Clark MS</b>	Cameron	FR: County Agent, ES Agents TO: (No Change)	41,900	42,948	300 AD	10/01/05	P CU,D FY	2.50%
<b>Griffith MS</b>	Duane	FR: Farm Management Specialist, Agricultural Economics & Economics TO: (No Change)	65,553	66,864		10/01/05	T CU FY	2.00%
<b>Halpop MS</b>	John	FR: Chair & County Agent, ES Agents TO: (No Change)	44,842	46,187		10/01/05	T CU,D FY	3.00%
<b>Hutton</b>	Stephen	FR: Chair & County Agent, ES Agents TO: (No Change)	43,650	44,632		10/01/05	P CU,D FY	2.25%
<b>Johnson MS</b>	G	FR: Chair & County Agent, ES Agents TO: (No Change)	59,234	61,011	300 AD	10/1/05 M	T CU FY	3.00%
<b>Kincheloe MS</b>	Janna	FR: County Agent, ES Agents TO: (No Change)	39,420	40,504		10/01/05	P CU,D FY	2.75%
<b>Mason MED</b>	Bernice	FR: Chair & County Agent, ES Agents TO: (No Change)	48,912	50,502		10/01/05	T CU,D FY	3.25%
<b>Morris MS</b>	Justin	FR: County Agent and Chair, ES Agents TO: (No Change)	39,420	40,406	300 AD	10/01/05	P CU,D FY	2.50%
<b>Phillips MS</b>	James	FR: County Agent, ES Agents TO: (No Change)	65,966	68,275		10/01/05	T CU,D FY	3.50%
<b>Rumph MS</b>	Mary	FR: Chair & County Agent, ES Agents TO: (No Change)	49,162	50,636		10/01/05	T CU,D 0.5 FTE FY	3.00%
<b>Tyra MPA</b>	Karen	FR: Chair & County Agent, ES Agents TO: (No Change)	54,414	56,046		10/01/05	T CU,D FY	3.00%



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Last	First							
<b>(C ) FACULTY; Instructors</b>								
<b>Angvick BS</b>	Terry	FR: Chair & County Agent, ES Agents TO: (No Change)	45,348	46,708	*500/act CCA certification	10/01/05	T CU,D,*R FY	3.00%
<b>Cramer BS</b>	Corinne	FR: Chair and County Agent, ES Agents TO: (No Change)	43,463	44,767		10/01/05	T CU,D FY	3.00%
<b>Crouch BS</b>	Wade	FR: County Agent, ES Agents TO: (No Change)	40,687	42,883		10/1/05 M	T CU FY	5.40%
<b>Knowles MS</b>	Sheryl	FR: Chair & County Agent, ES Agents TO: (No Change)	56,147	57,972		10/1/05 M	T CU FY	3.25%
<b>Koenig BS</b>	Verlin	FR: County Agent, ES Agents TO: (No Change)	42,030	43,291		10/01/05	T CU,D FY	3.00%
<b>Lautt BS</b>	Laurie	FR: County Agent, ES Agents TO: (No Change)	41,235	42,472		10/01/05	T CU,D FY	3.00%
<b>Malone BS</b>	Martin	FR: Chair & County Agent, ES Agents TO: (No Change)	47,415	48,837		10/1/05 M	T CU FY	3.00%
<b>Marks BS</b>	Gerald	FR: Chair & County Agent, ES Agents TO: (No Change)	57,822	59,412		10/1/05 M	T CU FY	2.75%
<b>Pfister BS</b>	John	FR: Chair & County Agent, ES Agents TO: (No Change)	47,232	48,649		10/01/05	T CU,D FY	3.00%
<b>(C ) FACULTY; Adjunct Associate Professors</b>								
<b>Siegelin MS</b>	Steven	FR: Extension Director, Extension Service Administration TO: (No Change)	68,000	70,040		10/01/05	CU FY	3.00%
<b>Weedon MS</b>	Seldon	FR: Director, FSTS Administration TO: (No Change)	65,843	67,713		10/01/05	CU FY	2.84%
<b>(C ) FACULTY; Adjunct Assistant Professors</b>								
<b>Amaral-Lombard MA</b>	Peggy	FR: County Agent, ES Agents TO: (No Change)	41,354	42,492		10/01/05	NT CU,D 0.5 FTE FY	2.75%

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Last	First							
<b>Crandell MS</b>	Brian	FR: Officer, FSTS Administration TO: (No Change)	52,182	53,747		10/01/05	CU FY	3.00%
<b>Dennee MS</b>	Phyllis	FR: Specialist, Health & Human Development TO: (No Change)	65,578	67,510	*200/mo Grant Work (7/1/05 - 6/30/06)	10/01/05	NT CU,R.*R FY	2.95%
<b>Kolb PHD</b>	Peter	FR: Extension Forester, ES Agents TO: (No Change)	54,636	56,548		10/01/05	CU,R FY	3.50%
<b>Riley MS</b>	Julie	FR: County Agent, ES Agents TO: (No Change)	45,450	46,814		10/01/05	CU,D 0.5 FTE FY	3.00%
<b>Tanner MS</b>	John	FR: Chair & County Agent, ES Agents TO: (No Change)	40,000	41,100	300 AD	10/01/05	P CU,D FY	2.75%
<b>Zartman MA</b>	Mary	FR: Director, Extension Service Administration TO: (No Change)	66,462	68,124		10/01/05	CU FY	2.50%
<b>(C ) FACULTY; Adjunct Instructors</b>								
<b>Anderson BS</b>	Jennifer	FR: Chair & County Agent, ES Agents TO: (No Change)	34,003	34,853		10/01/05	CU,D FY	2.50%
<b>Andreozzi BS</b>	Barbara	FR: Chair & County Agent, ES Agents TO: (No Change)	50,328	52,089		10/01/05	CU,D FY	3.50%
<b>Chamberlain BS</b>	Kevin	FR: Chair & County Agent, ES Agents TO: (No Change)	42,385	43,657		10/01/05	CU,D FY	3.00%
<b>Dixon BS</b>	Paul	FR: County Agent, ES Agents TO: (No Change)	33,394	34,896		10/1/05 M	NT CU,D FY	4.50%
<b>Donovan BS</b>	Debra	FR: Chair & County Agent, ES Agents TO: (No Change)	47,330	48,750		10/01/05	NT CU,D 0.5 FTE FY	3.00%
<b>Friedrich BS</b>	Sheila	FR: County Agent, ES Agents TO: (No Change)	44,762	46,105		10/01/05	NT CU,D FY	3.00%
<b>Hammer BA</b>	Kathy	FR: County Agent, ES Agents TO: (No Change)	38,984	40,154		10/01/05	CU,D FY	3.00%

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Last	First							
Johnson BS	Judith	FR: County Agent, ES Agents TO: (No Change)	44,412	45,744		10/01/05	CU,D 0.5 FTE FY	3.00%
Larson MS	Ben	FR: Extension Agent, ES Agents TO: (No Change)	39,420	40,307		10/01/05	P CU,D FY	2.25%
Oelkers BS	Ardis	FR: Chair & County Agent, ES Agents TO: (No Change)	38,788	39,952		10/01/05	CU,D FY	3.00%
Pommer BA	Diann	FR: 4-H EFNEP Agent, ES Agents TO: (No Change)	41,557	42,804		10/01/05	R 0.75 FTE FY	3.00%
Sackman BS	Sharla	FR: Chair & County Agent, ES Agents TO: (No Change)	31,746	33,898		10/1/05 M	NT CU,D FY	6.78%
Schmelzer BS	Lee	FR: County Agent, ES Agents TO: (No Change)	38,380	39,531		10/01/05	CU,D FY	3.00%
Schuldt BS	Michael	FR: Chair & County Agent, ES Agents TO: (No Change)	39,158	40,333		10/01/05	NT CU,D FY	3.00%
Williams BS	Linda	FR: County Agent, ES Agents TO: (No Change)	47,814	49,248		10/01/05	CU,D FY	3.00%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>5,373,477</b>	<b>5,545,874</b>				<b>3.21%</b>
<b>(3) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(A) FACULTY; Assistant Professors</b>								
Holzer MS	Quinn	Extension Agent, ES Agents	39,500	40,000		7/1/2005 (Koterba)	CU,D FY	1.27%
Holzer MS	Quinn	Extension Agent, ES Agents	40,000	41,000		10/01/05	CU,D FY	2.50%
Mills	Lisa	County Agent, ES Agents	40,000	39,420		7/1/2005 (Arnold)	CU,D FY	-1.45%
Mills	Lisa	County Agent, ES Agents	39,420	40,208		10/01/05	CU,D FY	2.00%
Stone	Cody	4-H Specialist, ES 4-H	61,849	56,000		8/1/2005 (Wolfe)	CU FY	-9.46%
Stone	Cody	4-H Specialist, ES 4-H	56,000	56,000		10/01/05	CU FY	0.00%

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Last	First							
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other		<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary	<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties	<b>EXTRA COMP LEGEND:</b> est = Estimated act = Actual GA = Grant administration ST = summer teaching SR = summer research AT = Additional AY teaching AR = Additional AY research SP = Speaking PM = Project management O = Other (must specify)	
* <b>NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								

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Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Andersen B.S.	Shelly	Associate Director of Admissions, Interim Director New Student Services	46,000	46,000			NT CU	0.0%
Anderson B.S., C.P.A.	LeAnn	Director Financial Services	64,794	64,794			NT CU	0.0%
Barber Ph.D.	Michael	Chief Information Officer, Information Technology	87,498	87,498			NT D	0.0%
Barfield M.A.	Eakle	Director Facilities Services	81,010	81,010			NT CU	0.0%
Benge Ph.D.	Daniel	Director Upward Bound and Educational Talent Search	58,500	58,500			NT R	0.0%
Braun M.Ed.	Gwendolyn	Director Academic Support Center and Development Education	42,000	42,000	1,800 AT		NT 50% CU 50% D	0.0%
Brown B.S.	Christopher	Head Baseball Coach Intercollegiate Athletics	33,120	33,120			NT CU	0.0%
Carse M.S.	Craig	Head Men's Basketball Coach Intercollegiate Athletics	93,094	93,094			NT 67.6% CU 32.4% D CU	0.0%
Carter B.A.	Daniel	Director of Government Relations and Publications University Relations	60,500	60,500			NT CU	0.0%
Collins B.S., C.P.A.	Trudy	Budget Officer Budget Office	63,399	63,399			NT CU	0.0%
Coppock B.A.	Dave	Head Cross Country Coach, Intercollegiate Athletics	29,620	29,620			NT CU .25 FTE	0.0%
Cowen B.S.	Stephanie	Assistant Director of Admissions/COT College of Technology	30,500	30,500			NT CU	0.0%

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Last	First							
Granger	Marvin	Manager, KEMC Public Radio	47,749	47,749			NT CU	0.0%
Gray Ph.D.	Gary	Athletic Director Intercollegiate Athletics	87,028	87,028			NT CU	0.0%
Hagel B.S.	Barbara	Chief of Campus Police, Safety Officer Campus Safety and Security	45,927	45,927			NT CU	0.0%
Hawkins B.S.	Melina	Director Financial Aid and Scholarships	53,988	53,988			NT CU	0.0%
Iverson B.S., C.P.A.	Terrie	Administrative Vice Chancellor	100,271	100,271			NT CU	0.0%
Jaynes M.S.	Mari	Manager, Technology Services and Support	44,500	44,500			NT CU	0.0%
Kochner M.Ed.	Curt	Vice Chancellor for Student Affairs	98,250	98,250			NT CU	0.0%
Lambert B.F.A.	Ronald	Director of Marketing	70,500	70,500			NT CU	0.00%
Matavao B.S.	Paulasi	Head Women's Volleyball Coach, Intercollegiate Athletics	28,861	28,861			NT CU	0.0%
Mclsaac M.Ed.	Kathy	Director Student Involvement	37,500	37,500			NT A	0.0%
McNally B.S.	Daniel	Head Men's Soccer Coach Intercollegiate Athletics	32,000	32,000			NT CU	0.00%
Mcisaac-Tracy M.Ed.	Jeannie	Director Student Life and Housing	58,500	58,500			NT A	0.0%
Nelson B.S.	Jeffrey	Head Women's Golf Coach Intercollegiate Athletics	30,000	30,000			NT CU .25 fte	0.0%
Nielsen B.S., B.A.	Jim	Director Business Services	59,896	59,896			NT CU	0.0%

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Last	First							
O'Brien M.A.	Kathy Mosdal	Assistant Director Academic Support Center	33,500	33,500			NT 50% CU 50% D	0.0%
Peach B.S.	Jerry	Head Tennis Coach, Intercollegiate Athletics	32,038	32,038		9/5/05-5/31/06	NT CU	0.0%
Powers M.Ed.	Monica	Director Student Opportunity Services	42,500	42,500			NT R	0.0%
Rea B.S., B.A.	Dennis	Director Book Depot and Satellite Enterprises	58,500	58,500			NT A	0.0%
Reuss M.S.	Patricia	Director Career Services and Cooperative Education	52,561	52,561			NT CU	0.0%
Rickard Ph.D.	Scott	Director Center for Applied Economic Research	73,300	73,300			NT CU	0.0%
Schuld M.A.	Dennis	Coordinator Audio Visual Services	45,369	45,369			NT CU	0.0%
Sexton	Ronald	FR: Chancellor, MSU Billings TO: (No Change)	126,500	126,500		7/1/05	CU	0.0%
Simon B.S., M.S.	Janet	Director Human Resources	58,500	58,500			NT CU	0.0%
Tooley B.S.B.A., C.P.A.	Elizabeth	Director of Administration Operations College of Technology	42,500	42,500			NT CU	0.0%
Trentham M.E.	Donald	Head Women's Soccer Coach & Director of Soccer Programs Intercollegiate Athletics	36,500	36,500			NT CU	0.0%
Van Atta B.A.	Shelley	Director University Relations	60,500	60,500			NT CU	0.0%
Wham M.Ed.	Linda	Manager of Institutional Research	40,500	40,500			NT D	0.0%

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Last	First							
Woodin M.S.	Kevin	Head Women's Basketball Coach Intercollegiate Athletics	60,500	60,500			NT CU	0.0%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Cech M.N.M.	John	Dean College of Technology	85,500	85,500			NT 90% CU 10% R	0.0%
Howell M.L.S.	Jane	Director Library Services	68,636	68,636			NT CU	0.0%
Khaleel Ph.D.	Tasneem	Interim Dean College of Arts and Sciences	85,500	85,500			T CU	0.0%
Michels Ph.D.	Joseph	Dean College of Business	100,500	100,500			NT CU	0.0%
<b>(C) FACULTY; Professors</b>								
Acton Ed.D.	Gary	Professor and Chair English and Philosophy	61,730	63,891	1,800 DC 27,782 AT, ST, Est.	10/1/05	T CU	3.5%
Behm Ph.D.	Gary	Professor and Chair Music	61,266	63,410	1,800 DC 1650 ST, O=Merit Bonus Est.	10/1/05	T CU	3.5%
Benacquista Ph.D.	Matthew	Professor Biological and Physical Sciences	51,983	53,802	11,441 SR Est.	10/1/05	T CU	3.5%
Brown M.B.A., C.P.A.	Doug	Professor Business Academic Programs	61,257	63,401	11,325 ST, SR, O=CPE Seminar, Est.	10/1/05	T CU	3.5%
Bulgatz Ph.D.	Marvin	Professor Psychology	61,730	63,891	5,082 ST Est.	10/1/05	T CU	3.5%



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Last	First							
<b>Campbell M.B.A. C.P.A.</b>	Michael	Professor and Chair Business Academic Programs	67,714	70,084	1,800 DC 16,700 AT, Est.	10/1/05	T CU	3.5%
<b>Cast M.F.A.</b>	Brian	Professor and Chair Art	53,366	55,234	1,800 DC 300 ST, Est.	10/1/05	T CU	3.5%
<b>Chen Ph.D.</b>	Oliver	Professor Mathematics	58,948	61,011	6,429 ST Est	10/1/05	T CU	3.5%
<b>Christensen Ph.D.</b>	Linda	Professor Special Education, Counseling, Reading & Early Childhood	57,092	59,090	27,317 AT, ST, GA, Est.	10/1/05	T CU	3.5%
<b>Coffman Ph.D.</b>	Stephen	Professor Communication and Theatre	57,556	59,570	35,036 AT, ST, Est.	10/1/05	T CU	3.5%
<b>Cromley M.M.</b>	Dorothea	Professor Music	54,772	56,689		10/1/05	T CU	3.5%
<b>Davison Ph.D.</b>	David	Professor Educational Theory and Practice, Mathematics	64,212	66,459	22,205 ST, SR, PM Est.	10/1/05	T CU	3.5%
<b>Dillon Ph.D.</b>	Brian	Professor English and Philosophy	51,965	53,784	4,272 ST Est.	10/1/05	T CU .75 FTE	3.5%
<b>Edgerton Ph.D.</b>	Keith	Professor History, Native American Studies, Political Science, & Sociology	50,598	52,369	9,561 ST, SP, ST, O=Coop Ed Spvr Est.	10/1/05	T CU	3.5%
<b>Farsio Ph.D.</b>	Farzad	Professor Business Academic Programs	68,053	70,435	35,111 AT, ST, SR Est.	10/1/05	T CU .75 FTE	3.5%
<b>Floyd Ph.D.</b>	Joe	Professor History, Native American Studies, Political Science, and Sociology	58,948	61,011	33,523 ST, SR, O=Consulting, Coop Ed Spvr Est.	10/1/05	T CU	3.5%

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Last	First							
Gross Ph.D.	Daniel	Professor and Chair Communication and Theatre	55,236	57,169	1,800 DC 40,900 AT, ST, SR, O=Merit Bonus, Est.	10/1/05	T CU	3.5%
Hart M.A.	Suzanne	Professor English and Philosophy	63,122	65,331	5,198 ST, Est.	10/1/05	T CU	3.5%
Hecimovic Ph.D.	Anton	Professor and Chair Educational Theory and Practice	53,350	55,217	1,800 DC 17,088 ST, SR, O=Grant Stipend Est.	10/1/05	T CU	3.5%
Heiat Ph.D.	Abbas	Professor Business Academic Programs	79,808	82,601	16,650 AT, ST, SR Est.	10/1/05	T CU	3.5%
Heiat Ph.D.	Nafisseh	Professor Business Academic Programs	70,776	73,253	24,548 AT, ST, SR Est.	10/1/05	T CU	3.5%
Heidenreich Ph.D.	Adrian	Professor History, Native American Studies, Political Science, and Sociology	61,266	63,410	7,444 AT, ST, Est.	10/1/05	T CU	3.5%
Hinthorne Ph.D.	Thomas	Professor Business Academic Programs	66,408	68,732	1,655 SR, Est.	10/1/05	T CU	3.5%
Howell Ph.D.	Joe	Professor Mathematics	59,921	62,018		10/1/05	T CU	3.5%
Jensen Ph.D.	Theodore	Professor Modern Languages & Literatures	58,948	61,011		10/1/05	T CU	3.5%
Jussila M.A.A.	Neil	Professor Art	61,266	63,410	7,446 ST, O=Extension Credit, Est.	10/1/05	T CU	3.5%

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Last	First							
<b>Kamowski Ph.D.</b>	William	Professor English and Philosophy	56,165	58,131	6,495 AT, ST, Est.	10/1/05	T CU	3.5%
<b>Karnos Ph.D.</b>	David	Professor English and Philosophy	58,483	60,530	33,362 AT, ST, O=Merit Bonus, Est.	10/1/05	T CU	3.5%
<b>Landis Ph.D.</b>	Connie	Professor Art	58,021	60,052		10/1/05	T CU	3.5%
<b>Lord Ed.D.</b>	Russell	Professor Educational Theory and Practice, Health and Human Performance	58,020	60,051	17,422 AT, ST, O=Extension Credit Inst, Est.	10/1/05	T CU	3.5%
<b>Madden Ed.D.</b>	George	Professor Educational Theory and Practice	63,122	65,331	5,198 ST, Est.	10/1/05	T CU	3.5%
<b>McNally Ph.D.</b>	Mary	Professor Business Academic Programs	66,105	68,419		10/1/05	T CU	3.5%
<b>Metheny D.A.</b>	Dixie	Professor Educational Theory and Practice, Mathematics	56,874	58,865	22,220 AT, ST, PM Est.	10/1/05	T CU	3.5%
<b>Miller Ph.D.</b>	Kenneth	Professor Educational Theory and Practice	51,521	53,324	15,518 AT, ST, Est.	10/1/05	T CU	3.5%
<b>Nowlin Ph.D.</b>	James	Professor Special Education, Counseling, Reading & Early Childhood	55,236	57,169	9,031 ST, Est.	10/1/05	T CU	3.5%
<b>Plank Ph.D.</b>	William	Professor Modern Languages & Literatures	64,980	67,254		10/1/05	T CU	3.5%
<b>Pollock M.A.A.</b>	John	Professor Art	58,020	60,051	6,327 ST, Est.	10/1/05	T CU	3.5%

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Last	First							
Randolfi Ph.D.	Ernesto	Professor and Chair Health and Human Performance	58,663	60,716	1,800 DC 750 O=Merit Bonus Est.	10/1/05	T CU	3.5%
Rietz Ed.D.	Sandra	Professor Special Education, Counseling, Reading & Early Childhood	59,875	61,971	25,413 AT, O=grant stipend Est.	10/1/05	T CU	3.5%
Robertson Ph.D.	James	Professor Music	61,730	63,891	5,707 AT, ST, Est.	10/1/05	T CU	3.5%
Schaffer Ph.D.	Deborah	Professor English and Philosophy	55,700	57,650		10/1/05	T CU	3.5%
Schaffer Ph.D.	Rachel	Professor English and Philosophy	56,165	58,131		10/1/05	T CU	3.5%
Steerey Ed.D.	Lorraine	Professor Business Academic Programs	66,115	68,429	14,205 ST, SR Est.	10/1/05	T CU	3.5%
Warren M.F.A.	Peter	Professor Art	61,730	63,891	7,035 ST, est.	10/1/05	T CU	3.5%
Wilson Ph.D.	Craig	Professor and Chair History, Native American Studies, Political Science, and Sociology	57,092	59,090	1,800 DC 12,542 ST, O=Coop ed Spvr, Merit Bonus, grant stip, est.	10/1/05	T CU	3.5%
Yazak D.E.D.	Daniel	Professor Special Education, Counseling, Reading, & Early Childhood, Rehabilitation and Human Services	52,913	54,764	28,290 AT, ST, est.	10/1/05	T CU	3.5%
Zwick Ed.D.	Thomas	Professor Biological and Physical Sciences	61,266	63,410	6,684 ST, Est.	10/1/05	T CU	3.5%

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Last	First							
<b>(C ) FACULTY; Associate Professors</b>								
<b>Barfield Ph.D.</b>	Susan	Associate Professor Educational Theory & Practice, Music	42,491	43,978	7,175 ST, O=Coop Ed Spvr, Est.	10/1/05	T CU	3.5%
<b>Butler Ph.D.</b>	David	Associate Professor and Co- Chair Biological & Physical Sciences	42,883	44,384	900 DC 18,736 GA, AT, ST, SR, Est.	10/1/05	T CU	3.5%
<b>Dennis Ph.D.</b>	Michael	Associate Professor Biological & Physical Sciences	49,286	51,011	23,918 AT Est.	10/1/05	T CU	3.5%
<b>de Silva Ph.D.</b>	Suneetha	Associate Professor Special Education, Counseling, Reading, Early Childhood	48,971	50,685	6,975 AR Est.	10/1/05	P CU	3.5%
<b>Gregory Ph.D.</b>	Susan	Associate Professor Special Education, Counseling, Reading, & Early Childhood	46,081	47,684	9,333 AT, ST, O=Merit Bonus Est.	10/1/05	T CU	3.5%
<b>Gretch Ph.D.</b>	Daniel	Associate Professor Biological & Physical Sciences	44,514	46,072	16,667 GA, ST, SR, Est.	10/1/05	T CU	3.5%
<b>Hardt Ph.D.</b>	Mark	Associate Professor History, Native American Studies, Political Science, & Sociology	44,484	46,041	3,891 ST, O=Coop Ed Spvr	10/1/05	T CU	3.5%
<b>Harris Ph.D.</b>	Scott	Associate Professor Business Academic Programs	56,605	58,586	15,322 AT, ST, SR Est.	10/1/05	T CU	3.5%
<b>Hatch Ph.D.</b>	Doxey	Associate Professor Psychology	43,685	45,214	9,116 ST, SR, O- Merit Bonus Est.	10/1/05	T CU	3.5%

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Last	First							
Havens Ph.D.	Michael	Associate Professor and Chair Psychology	46,081	47,694	31,803 AT, ST, O=Coop Ed Spvr, Est.	10/1/05	T CU	3.5%
Hobbs Ph.D.	Sharon	Associate Professor Educational Theory and Practice	43,247	44,761	4,200 SR Est.	10/1/05	T CU	3.5%
Hood Ph.D.	David	Associate Professor History, Native American Studies, Political Science, & Sociology	46,087	47,700	6,264 AT, ST Est.	10/1/05	T CU	3.5%
Hoover Ph.D.	John	Associate Professor Mathematics	51,306	53,102	Est.	10/1/05	T CU	3.5%
Larsen Ph.D.	Don	Associate Professor Business Academic Programs	65,500	67,793	17,395 AT, ST, Est.	10/1/05	P CU	3.5%
McBride Ph.D.	Maggie	Associate Professor Mathematics	50,466	52,232	28,444 AT, ST, Est.	10/1/05	T CU	3.5%
McEnany Ph.D.	Judith	Associate Professor Educational Theory and Practice	48,387	50,081	9,708 AT, ST, Est.	10/1/05	T CU	3.5%
McLaughlin Ph.D.	Judith	Associate Professor Psychology	48,086	49,769	7,852 ST, Est.	10/1/05	T CU	3.5%
McMullen Ph.D.	Matthew	Associate Professor Psychology	42,883	44,384	13,800 AT, ST, Est.	10/1/05	T CU	3.5%
Redinger Ph.D.	Matthew	Associate Professor History, Native American Studies, Political Science, & Sociology	42,485	43,972	32,144 AT, ST, SR, O=Coop Ed Spvr, Est.	10/1/05	T CU	3.5%
Robinson Ph.D.	George	Associate Professor and Chair Modern Languages & Literatures	51,285	53,080	12,073 ST, Est.	10/1/05	T CU	3.5%

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Last	First							
<b>Sanders Ph.D.</b>	Jeffrey	Associate Professor History, Native American Studies, Political Science, & Sociology	42,883	44,384	27,760 AT, ST, O=Coop Ed Spvr, Est.	10/1/05	T CU	3.5%
<b>Shaw M.S.</b>	John	Associate Professor Health and Human Performance	49,721	51,461	24,746 AT, ST, O=Merit Bonus, Est.	10/1/05	T CU	3.5%
<b>Streeter Ph.D.</b>	Sandra	Associate Professor Special Education, Counseling, Reading, & Early Childhood	48,086	49,769	8,950 O=Grant stipend, est.	10/1/05	T CU	3.5%
<b>Utroske M.A.</b>	Walter	Associate Professor English & Philosophy	49,721	51,461	4,085 ST, Est.	10/1/05	T CU	3.5%
<b>Vettel-Becker Ph.D.</b>	Patricia	Associate Professor Art	42,681	44,175	8,000 AT, Est.	10/1/05	T CU	3.5%
<b>Wiatr Ph.D.</b>	Stanley	Associate Professor & Co- Chai+C117r Biological & Physical Sciences	48,887	50,598	19,111 AT, ST, Est.	10/1/05	T CU	3.5%
<b>Wickun Ph.D.</b>	William	Associate Professor Biological & Physical Sciences	47,541	49,205	25,149 AT, St, est.	10/1/05	T CU	3.5%
<b>(C ) FACULTY; Assistant Professors</b>								
<b>Balter-Reitz Ph.D.</b>	Susan	Assistant Professor Communication and Theatre	48,500	50,198	17,964 AT, ST, Est.	10/1/05	P CU	3.5%
<b>Barron Ph.D.</b>	James	Assistant Professor Biological and Physical Sciences	40,170	41,576	360 O=Coop Ed Spvr, Est.	10/1/05	P CU	3.5%
<b>Castles Ph.D.</b>	Carl	Assistant Professor Biological & Physical Sciences	39,831	41,225	7,892 AR, ST, O=Coop Ed Spvr, Est.	10/1/05	P CU	3.5%

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Last	First							
<b>Colling Ph.D.</b>	Kyle	Assistant Professor Rehabilitation and Human Services	41,116	42,555	11,709 AT, O=Coop Ed Spvr, Est.	10/1/05	P CU	3.5%
<b>Czyz Ph.D.</b>	Jerzy	Assistant Professor Mathematics	48,516	50,214	5,282 ST Est.	10/1/05	T CU	3.5%
<b>Dell Ph.D.</b>	Cindy	Assistant Professor Educational Theory and Practice	45,500	47,093	5,400 AT Est.	10/1/05	P CU	3.5%
<b>Diede Ph.D.</b>	Mike	Assistant Professor Health and Human Performance	50,815	52,594	11,760 AT, ST Est.	10/1/05	P CU	3.5%
<b>Dillman Ph.D.</b>	Rhonda	Assistant Professor Biological & Physical Sciences	41,737	43,198		10/1/05	T CU	3.5%
<b>Eliason Ph.D.</b>	Stephen	Assistant Professor History, Sociology, Political Science, Native American Studies	40,714	42,139	3,360 AT Est.	10/1/05	P CU	3.5%
<b>Gilbertz Ph.D.</b>	Susan	Assistant Professor Environmental Studies	50,500	52,268	1,800 DC 6,850 ST, Est.	10/1/05	P CU	3.5%
<b>Gloege Ph.D.</b>	Randall	Assistant Professor English & Philosophy	45,521	47,114	6,737 ST Est.	10/1/05	T CU	3.5%
<b>Haaland M.F.A.</b>	Tami	Assistant Professor English & Philosophy	42,025	43,496	36,451 AT, ST, SR, O=Coop Ed Spvr Est.	10/1/05	P CU	3.5%
<b>Hadden Ph.D.</b>	Johanna	Assistant Professor Educational Theory and Practice	38,350	39,692	11,402 ST, O=Extension teaching Est.	10/1/05	P CU	3.5%



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Last	First							
Harrold Ph.D.	Barbara	Assistant Professor, Rehabilitation and Human Services	40,534	41,953	1,455 O=Coop Ed Spvr Est.	10/1/05	P CU	3.5%
Honea Ph.D.	Joy	Assistant Professor History, Native American Studies, Political Science, Sociology	37,850	39,175	360 O=Coop Ed Spvr Est.	10/1/05	P CU	3.5%
Jacobson Ph.D.	Mark	Assistant Professor Mathematics	44,063	45,607	7,400 AT, Est.	10/1/05	P CU	3.5%
Johnson J.D./C.P.A.	Debra	Assistant Professor Business Academic Programs	75,500	78,143	19,375 AT, St Est.	10/1/05	P CU	3.5%
Kelker Ed.D.	Katharin	Assistant Professor & Chair Special Education, Counseling, Reading, & Early Childhood	44,515	46,073	6,653 AT, ST, SR Est.	10/1/05	P CU	3.5%
Keller Ph.D.	Sarah	Assistant Professor, Communication and Theatre	49,500	51,233	4,800 AT, Est.	10/1/05	P CU	3.5%
Kemmerer Ph.D.	Lisa	Assistant Professor English & Philosophy	38,942	40,305		10/1/05	P CU	3.5%
Lee M.S.	Noreen	Assistant Professor Health and Human Performance	43,485	45,007	17,796 AT, ST Est.	10/1/05	T CU	3.5%
Leonard Ph.D.	Jennifer	Assistant Professor Business Academic Programs	75,500	78,143	14,498 AT, ST, Est.	10/1/05	P CU	3.5%
Otjen Ph.D.	Agnes J.	Assistant Professor Business Academic Programs	65,500	67,793	1,665 SR Est.	10/1/05	P CU	3.5%
Sah Ph.D.	Rakesh	Assistant Professor Business Academic Programs	63,468	65,689	13,290 AT, St, Sr Est.	10/1/05	P CU	3.5%

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Last	First							
<b>Samples Ed.D.</b>	Agnes	Assistant Professor, Health and Human Performance	40,534	41,953		10/1/05	P CU	3.5%
<b>Siring Ph.D.</b>	Rosemary	Assistant Professor Special Education, Counseling, Reading, & Early Childhood	44,481	46,038	20,676 AT, ST, O=grant stip, est.	10/1/05	P CU	3.5%
<b>Snyder Ph.D.</b>	Stuart	Assistant Professor Biological & Physical Sciences	39,078	40,446	8,924 AT, ST est.	10/1/05	P CU	3.5%
<b>Toenjes Ph.D.</b>	Kurt	Assistant Professor Biological and Physical Sciences	38,942	40,305		10/1/05	P CU 50% R 50%	3.5%
<b>Wheeling Ph.D.</b>	Barbara	Assistant Professor Business Academic Programs	80,000	82,800	180 O=CPE Seminar Est.	10/1/05	P CU	3.5%
<b>Wiles Ph.D.</b>	Steven	Assistant Professor Biological and Physical Sciences	38,350	39,692		10/1/05	NT CU	3.5%
<b>(C) FACULTY; University Lecturers</b>								
<b>Allard M.S.</b>	W. Gregory	Lecturer Special Education, Counseling, Reading, and Early Childhood	38,500	39,848	4,712 ST Est.	10/1/05	NT CU	3.5%
<b>Amundson M.S.</b>	Gary	Lecturer Business Academic Programs	39,342	40,719	10,450 AT, ST Est.	10/1/05	NT CU	3.5%
<b>Ballard M.Ed.</b>	Jack	Lecturer Educational Theory & Practice	32,236	33,364	2,634 ST Est.	10/1/05	NT CU 0.5 FTE	3.5%

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Last	First							
<b>Christensen M.Ed.</b>	Alan	University Lecturer Special Education, Counseling, Reading, Early Childhood	35,500	36,743	5,000 AR Est.	10/1/05	NT CU	3.5%
<b>Fazel Ph.D.</b>	Shokoofeh	Lecturer Business Academic Programs	40,038	41,439	28,947 AT, ST, SR Est.	10/1/05	NT CU	3.5%
<b>Gurney M.B.A.</b>	Brian	Lecturer Business Academic Programs	36,662	37,945	28,333 AT, ST, AR Est.	10/1/05	NT CU	3.5%
<b>Holman M.S.</b>	Patricia	Lecturer Business Academic Programs	40,680	42,104	21,865 AT, ST, SR Est.	10/1/05	NT CU	3.5%
<b>Holt M.A.T.</b>	Kathy	Lecturer Educational Theory & Practice	31,946	33,064	13,210 AT, ST Est.	10/1/05	NT CU	3.5%
<b>Hoover M.Ed.</b>	Holly	Lecturer Mathematics	33,517	34,690		10/1/05	NT CU	3.5%
<b>Knudsen M.Ed.</b>	Loyd	University Lecturer, Communications and Theatre	30,780	31,857	27,276 AT, ST, O=Coop Ed Spvr, Est.	10/1/05	NT CU	3.5%
<b>Marschke Ph.D.</b>	Benjamin	University Lecturer, History, Native American Studies, Political Science, Sociology	32,093	33,216		10/1/05	NT CU	3.5%
<b>Morgan D.A.</b>	Loretta	Lecturer Health and Human Performance	36,740	38,026		10/1/05	NT CU	3.5%
<b>Nettiksimmons M.A.</b>	Dennis	Lecturer Honors Program	34,308	35,509	10,400 AT, ST Est.	10/1/05	NT CU 0.5 FTE	3.5%
<b>Preston Ph.D.</b>	Marilyn	Lecturer Psychology	36,430	37,705	900 AT, Est.	10/1/05	NT CU, 0.5 FTE	3.5%

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Last	First							
<b>Pugh M.F.A.</b>	Randall	Lecturer Communication & Theatre	31,654	32,762	35,585 AT, ST Est.	10/1/05	NT CU	3.5%
<b>Robinson M.S.</b>	Julia	University Lecturer Communication and Theatre	29,116	30,135		10/1/05	NT CU 0.50 FTE	3.5%
<b>Rust M.A., M.S.</b>	Thomas	Lecturer History, Native American Studies, Political Science, Sociology Director, Honors Program	31,072	32,160	32,277 AT, ST, SR, O=stipend Est	10/1/05	NT CU	3.5%
<b>Schwalbe M.A.</b>	Lynette	Lecturer Educational Theory & Practice	31,654	32,762		10/1/05	NT CU	3.5%
<b>Sheppard Ph.D.</b>	Thomas Christfern	University Lecturer Music	37,000	37,000		8/23/05	NT CU	0%
<b>Smith-Estelle Ph.D.</b>	Allison	University Lecturer, Biological and Physical Science	33,023	34,178		10/1/05	NT CU .75 fte	3.5%
<b>Sorensen M.A.</b>	Lisa	Lecturer Communications and Theatre	30,780	31,857	5,840 AT, O=Coop Ed Spvr Est.	10/1/05	NT 0.5 FTE CU	3.5%
<b>Tayer Ph.D.</b>	Laura	Lecturer Biological and Physical Sciences	33,952	35,140	1,840 ST Est	10/1/05	NT CU	3.5%
<b>Tilton M.A.</b>	Melinda	Lecturer Communication & Theatre	34,275	35,475	14,600 AT, ST Est.	10/1/05	NT CU	3.5%
<b>Trehwella B.A.</b>	Merry Jane	Lecturer Educational Theory and Practice	31,654	32,762		10/1/05	NT CU 0.5 FTE	3.5%
<b>Woolston Ph.D.</b>	William Dee	Lecturer Psychology	32,714	33,859		10/1/05	NT CU, 0.5	3.5%

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Last	First							
<b>TOTALS AND AVERAGE INCREASE</b>			<b>6,382,623</b>	<b>6,604,715</b>				<b>3.5%</b>
<b>(C ) FACULTY; Instructor, College of Technology</b>								
<b>Alexander B.S.</b>	Duane	Instructor Auto Repair and Refinishing	35,468	36,709	1755 AT Est.	10/1/05	T CU	3.5%
<b>Baack M.A.</b>	Susan	Instructor Related/General Education	40,770	42,197	1,500 O=Curriculum Development Est.	10/1/05	T CU	3.5%
<b>Bauer B.S.</b>	Paul	Instructor Drafting Technology	37,217	38,520	3,200 AT Est.	10/1/05	T CU	3.5%
<b>Becker B.S.</b>	Ed	Instructor Auto Repair and Refinishing	36,923	38,215	176 AT Est.	10/1/05	T CU	3.5%
<b>Brumley M.Ed.</b>	Bruce	Instructor Computer Systems Technology	41,360	42,808	5,400 ST Est.	10/1/05	T 83.33% CU 16.67 R	3.5%
<b>Conner Rosberg Ph.D.</b>	Audrey	Instructor Health Occupations	43,156	44,614	4,800 ST Est.	10/1/05	T CU	3.4%
<b>Ender M.S.</b>	Milton (Mick)	Instructor, Radiological Technology, College of Technolgy	32,293	33,423	21,700 SR Est.	8/24/04	P CU	3.5%
<b>Floyd B.S.N.</b>	Susan	Instructor Health Occupations	36,923	38,215	1,200 AT Est.	10/1/05	T CU	3.5%
<b>Frimodig B.S.N.</b>	Patsy	Instructor Health Occupations	32,495	33,632		10/1/05	P CU	3.5%
<b>Gagnon M.S.</b>	Lavurn	Instructor Automotive Technology	36,937	38,195	4,894 AT, O=Coop Ed Spvr Est.	10/1/05	P CU	3.4%
<b>Gurchiek M.S.</b>	David	Instructor Health Occupations	38,217	39,520		10/1/05	T CU	3.4%

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Last	First							
Kent M.S.	Allen	Instructor Computer Systems Technology	36,561	37,806	3,600 ST Est.	10/1/05	NT CU	3.4%
McDade M.S.	Julia	Instructor Related/General Education	41,360	42,808		10/1/05	T CU	3.5%
McKenzie M.S.	Craig	Instructor Computer Systems Technology	37,627	38,909	20,586 AT, ST, O=Coop Ed Spvr Est.	10/1/05	T 75% CU 25% R	3.4%
Mullaney B.S.	Janet	Instructor Business and Information	36,488	37,765	2,535 AT, O=Coop Ed Spvr Est.	10/1/05	T CU	3.5%
Pedula M.S.	Barbara	Instructor Related/General Education	41,951	43,419	800 O=Curriculum Dev Ext.	10/1/05	T CU	3.5%
Pfau B.S.	Katherine	Instructor Automotive Technology	30,093	31,146	100 O=workshop Est.	10/1/05	NT CU	3.5%
Pierce M.Ed.	Richard	Instructor, General Educatioin/Related, College of Technolgoy	35,186	36,383	6,000 AT, ST Est.	10/1/05	NT CU	3.4%
Richardson B.S.E.D.	Rebecca	Instructor Computer Systems Technology	31,743	32,854	6,720 AT Est.	8/24/04	P 58.33% CU 41.67% R	3.5%
Rieke M.S.	Deanna	Instructor Health Occup	36,938	38,196	800 AT Est.	10/1/05	NT CU 0.5	3.4%
Schmitz M.Ed.	Randall	Instructor Business and Information	43,721	45,251	10,720 AT, ST, O=Coop Ed Spvr Est.	10/1/05	T CU	3.5%

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Last	First							
Schrag M.S.	Loren	Instructor Health Occupations	35,561	36,771	4,335 AT, ST Est.	10/1/05	T CU	3.4%
Urbaniak M.S.	Tim	Instructor Drafting Technology	38,808	40,131	8,881 AT, ST Est.	10/1/05	T CU	3.4%
Valgenti M.S.	Victor	Instructor Computer Systems Technology	36,011	37,236	5,200 AT Est.	10/1/05	P 75% CU 25% R	3.4%
Womack M.Ed.	Karen	Instructor Related/General Education	34,911	36,098	3,600 ST Est.	10/1/05	NT CU	3.4%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>928,718</b>	<b>960,821</b>				<b>3.5%</b>
<b>(2) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Benke B.S.	Michael	Assistant Men's Basketball Coach, Intercollegiate Athletics	32,000	32,000		7/18/05 Montague	NT CU .5 FTE	0.0%
Carse B.S.	David	Assistant Men's Basketball Coach, Intercollegiate Athletics	32,000	32,000		7/1/05 Hamilton	NT CU 0.5 FTE	0.0%
Johannes M.S.	Cheri	<b>FR:</b> Director and Acting Assistant Registrar Advising Center <b>TO: Director of Admissions and Records and Registrar</b>	46,000	52,000		8/15/05	NT CU	13.0%
Malnaa B.S.	Kami	Assistant Women's Basketball Coach, Intercollegiate Athletics	28,500	28,500		7/1/05 Moehring	NT CU .5 FTE	0.0%
McGary B.S.	Sean	Interim Head Women's Softball Coach, Intercollegiate Athletics	32,324	32,000		8/4/05 Aumend	NT CU .5 FTE	-1.0%

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Last	First							
McGinnis Ph.D.	David	Co-Director Grants & Sponsored Programs	65,000	80,500		6/20/05 Carey	NT CU 1.0 FTE	23.8%
Miller M.S.	Tammi	<b>FR:</b> Academic Advisor <b>TO: Director of COT Student Services and Associate Registrar</b>	36,000	42,000		8/1/05	NT CU	16.67%
Ott	Joy	Executive Assistant to the Chancellor	34,500	38,500		8/22/05 Berg	NT CU	11.6%
Walsh M.P.A.	John	Co-Director Grants & Sponsored Programs	65,000	80,500		7/11/05 Carey	NT CU 1.0 FTE	23.8%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Fishbaugh Ed.D.	Mary	<b>FR:</b> Professor and Chair, Special Education <b>TO: Acting Dean College of Education</b>	92,436	80,000	8,561 AT, St, O=Merit Bonus Est.	7/11/2005 White	T CU	-13.5%
Lacy Ph.D.	Kirk	<b>FR:</b> Executive Director, College of Professional Studies <b>TO: Interim Dean College of Professional Studies and Lifelong Learning</b>	99,432	85,000		7/1/05 Rhine	NT CU	-14.5%
White Ph.D.	George	<b>FR:</b> Dean, College of Education <b>TO: Interim Provost and Interim Academic Vice Chancellor</b>	107,000	104,500	8,030 O=stipend Est.	7/1/2005 Park	NT CU	-2.3%
<b>(C) FACULTY; Professors</b>								
Culbertson M.A.	John	Instructor Construction Trades, College of Technoloty		36,836		8/23/2005 New	P CU	0.0%



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Last	First							
<b>Culbertson M.A.</b>	John	Instructor Construction Trades, College of Technology	36,836	38,090		10/1/05	P CU	3.4%
<b>Dell M.S.</b>	Thomas	University Lecturer Rehabilitation and Human Services	40,000	31,000		8/23/05 Laurin	NT CU	-22.5%
<b>Dell M.S.</b>	Thomas	University Lecturer Rehabilitation and Human Services	31,000	32,085		10/1/05	NT CU	3.5%
<b>Elson-Riggins Ph.D.</b>	Joclyn	Assistant Professor Biological and Physical Sciences	37,622	37,622		8/23/05	NT CU 0.25 FTE	0.0%
<b>Elson-Riggins Ph.D.</b>	Joclyn	Assistant Professor Biological and Physical Sciences	37,622	38,939		10/1/05	NT CU 0.25 FTE	3.5%
<b>Feher-Elston Ph.D.</b>	Catherine	Instructor History, Native American Studies, Political Science, and Sociology		34,071		8/23/2005 New	NT CU	
<b>Feher-Elston Ph.D.</b>	Catherine	Instructor History, Native American Studies, Political Science, and Sociology	34,071	35,263		10/1/05	NT CU	3.5%
<b>Fields B.S.</b>	Larry	Instructor Process Plant Technology, College of Technology	43,155	35,836		8/23/05 Robertus	NT CU 0.5 FTE	-17.0%
<b>Fields B.S.</b>	Larry	Instructor Process Plant Technology, College of Technology	35,836	37,090		10/1/05	NT CU 0.5 FTE	3.5%
<b>Hallenberg M.S.</b>	Jil	Instructor Metal Fabrication, College of Technology	51,690	34,086		8/23/05 Vezey	P CU	-34.1%
<b>Hallenberg M.S.</b>	Jil	Instructor Metal Fabrication, College of Technology	34,086	35,244		10/1/05	P CU	3.4%

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Last	First							
Kaminski Ph.D.	Kathleen	Associate Professor Business Academic Programs		80,000		8/23/2005 New	P CU	
Miller	Donald	Instructor Process Plant Technology, College of Technology	43,155	35,836		8/23/05 Robertus	NT CU 0.5 FTE	-17.0%
Miller	Donald	Instructor Process Plant Technology, College of Technology	35,836	37,090		10/1/05	NT CU 0.5 FTE	3.5%
Nettiksimmons M.A.	Dennis	Instructor History, Native American Studies, Political Science, and Sociology	39,442	34,390	10,400 AT, ST Est.	8/23/05 Grott	NT CU 0.5 FTE	-12.8%
Nettiksimmons M.A.	Dennis	Instructor History, Native American Studies, Political Science, and Sociology	34,390	35,594	10,400 AT, ST Est.	10/1/05	NT CU 0.5 FTE	3.5%
<b>(3) END OF EMPLOYMENT</b>								
<b>NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Aumend	Jeffrey	Head Women's Softball Coach, Intercollegiate Athletics				8/2/05	resignation	
Burckley	Roger	Head Men's Golf Coach and Director of Golf Programs Intercollegiate Athletics				6/30/05	resignation	
Ruoff	Dani	Head Cheerleading Coach and Development & Marketing Assistant, Intercollegiate Athletics				6/30/05	resignation	
Seigle	Doug	Head Men's Soccer Coach, Intercollegiate Athletics				2/3/05	resignation	
<b>(A1) FACULTY; Professors</b>								
Brewer	Chris	Instructor				6/30/05	resignation	
Madden	George	Professor, Educational Theory and Practice				10/28/05	retirement	

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Last	First							
Robertus	Robert	Instructor, Process Plant Technology, College of Technology				8/12/05	resignation	
<b>4. CORRECTIONS</b>								
Christensen Ph.D.	Linda	Professor, Special Education, Counseling, Reading, Early Childhood				8/23/05-12/21/05	Sabbatical Leave	
Kamowski Ph.D.	William	Professor, English and Philosophy				8/23/05-12/21/05	Sabbatical Leave	
Schaffer Ph.D.	Rachel	Professor, English and Philosophy				1/18/06-5/10/06	Sabbatical Leave	
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other	<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary	<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties	<b>EXTRA COMP LEGEND:</b> <b>est</b> = Estimated <b>act</b> = Actual <b>GA</b> = Grant administration <b>ST</b> = summer teaching <b>SR</b> = summer research <b>AT</b> = Additional AY teaching <b>AR</b> = Additional AY research <b>SP</b> = Speaking <b>PM</b> = Project management <b>O</b> = Other (must specify)		
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								

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Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Capdeville Ph.D.	Alexander	Chancellor	113,860	117,845		10/1/05	NT CU	3.50%
Albrecht BS	Shauna	Admissions Specialist	28,500	29,498		10/1/05	NT CU	3.50%
Anderson, B.A.	William	Admissions Specialist	24,000	24,840		10/2/05	NT CU	3.50%
Brady M.Ed.	Janice R.	<b>FR: Director, Ext Univ &amp; Summer Session TO: Dean, Ext Univ/Director, Summer Session</b>	56,000	69,000		8/1/05 <b>P</b>	NT CU	23.21%
Brewer	Denise	<b>FR: Events &amp; Promotions Coord TO: Dir. Student Activiites, Intramural/Recreation</b>	36,900	38,192		7/1/05 Title 10/1/05 Increase	NT A	3.50%
Bricker BS	Judy	Director of Alumni Affairs	30,613	31,684		10/1/05	NT CU	3.50%
Culp NCC, M.Ed	Allan R.	Student Development Counselor	44,526 (36,957)	46,084 (38,250)		10/1/05	NT R 0.83 FTE	1.14%
Degele BS	Jason N.	Acting Director of Auxiliaries	36,900	38,192	<b>8,660 AD</b>	10/1/05	NT A	3.50%
Dietz, Jr. M.Ed.	Frederick W.	<b>FR: Instr/Counselor, VUB TO: Coord, College Trans Serv</b>	35,898	37,154		10/1/05	NT R	3.50%
Donaldson M.S.	John A.	Director of Student Support Services	46,548	48,177		10/1/05	NT R	3.50%
Gonsalez BS	Stacey	Assoc Dir, Office New Stud Serv/ Multicultural Coord	33,500	34,673		10/1/05	NT CU	3.50%
Handley M.S.	Lisa	Head Women's Volleyball Coach	38,500	39,848	<b>1,400 AT 500 Summer Camp</b>	10/1/05	NT CU	3.50%

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Last	First							
Harrison M.S.	Cynthia M.	Director of Library	50,420	52,185		10/1/05	NT CU	3.50%
Harrison B. Arch	Robert J.	Director of Facilities Services	56,660	58,643		10/1/05	NT CU	3.50%
Huse MA	Shawn	Head Men's Basketball Coach	38,500	39,848	<b>4,194 ST</b>	10/1/05	NT CU	3.50%
Jamruszka M.Ed	Steven F.	<b>FR: Registrar TO: Dean of Students/Registrar</b>	47,290	69,000		8/1/05 <b>P</b>	NT CU	45.91%
Jensen MBA, CPA	Charles V.	Vice Chancellor Finance/ Student Affairs	89,191	97,313		10/1/05 <b>D</b>	NT CU	9.11%
Jimeno Ph.D.	Cheri A.	Provost and Vice Chancellor for Academic Affairs	99,500	103,000		10/1/05	NT CU	3.52%
Lanier M.Ed	William J.	Assistant Dean of Students	37,195	38,497		10/1/05	NT CU	3.50%
Leith B.S.	Willard	Technology & On-line Curriculum Content Coord for e-college	36,521	37,799		10/1/05	NT D	3.50%
Ley	Michael	EOC Counselor	39,892 (29,919)	41,288 (30,966)		10/1/05	NT R 0.75 FTE	1.14%
Lilletvedt BT	Terry	Coordinator Cooperative Education	33,022	34,178		10/1/05	NT CU	3.50%
Molitor B.S.	Carrie B.	Controller	50,500	52,268		10/1/05	NT CU	3.50%
Oberquell B.S.	Christian	Athletic Trainer/Instructor in Education	37,000	38,295	<b>6,330 ST</b>		NT CU	3.50%
Oveson M.Ed	Judy	Assoc Director, Extended University, Great Falls	40,500	41,918		10/1/05	NT CU	3.50%
Petriccione M. Ed	Luke L.	Director, Veterans Upward Bound	59,961	62,060	<b>5,000 grant writing</b>	10/1/05	NT R	3.50%
Potter B.Rel	James	<b>FR: Director, Univ Rels/Dir Admiss &amp; Recruitment TO: Director, Univ Rels</b>	47,009	48,654		10/1/05	NT CU	3.50%

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Last	First							
Reynolds B.S.	Gail E.	Dir. Career Planning & Placement	41,244	42,688		10/1/05	NT CU	3.50%
Ritz	Deborah A.	Exec Asst to Chancellor	36,193	37,460		10/1/05	NT CU	3.50%
Salveson MBA	Jackie	Director of Human Resources and Payroll	36,500	42,778		10/1/05 <b>D</b>	NT CU	17.20%
Samson B.A.	Mark	Head Football Coach	46,500	48,128	<b>1,400 AT 800 Summer camp</b>	10/1/05	NT CU	3.50%
Swan B.S. R.N.	Susan M.	Director of Student Health	33,170 (24,877)	34,330 (25,748)		10/1/05	NT A 0.75 FTE	1.53%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Pappas RN, CANP, MS	Mary M.	Director of Nursing	65,500	67,793		10/1/05	T CU	3.50%
Rawn, Ph.D.	Will P.	Interim Dean, College of Edu, Arts & Sci & Nursing	78,000	80,730		10/1/05	T CU	3.50%
Kegel, M.S.	Gregory D.	Dean of the College of Technical Sciences	78,000	80,730		10/1/05	T CU	3.50%
Hester, Ed.D.	Gregg	<b>FROM:</b> Assoc Prof, Water Quality Tech/Enviro Health Dept Chair - Arts & Sci <b>TO: Assoc Prof, Water Quality Tech/ Enviro Health</b>	47,883	47,883		8/1/05	T CU	
<b>TOTALS AND AVERAGE INCREASE</b>			<b>1,638,036</b>	<b>1,734,802</b>				<b>5.91%</b>
<b>(2) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Jappe B.S.	Sandra A.	Outreach and Program Coordinator	33,182	31,000		7/1/05 (Oveson)	NT CU	-6.58%

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Gantt M.S.	David A.	Athletic Director	48,500	75,000		8/1/05 (Ophus)	NT CU	54.64%
Pulver B.S.	Behtany	Admissions Specialist	New	24,000		8/1/05	NT CU	
Troupe B.A.	Daniel M.	Head Wrestling Coach	45,038	40,000		8/8/05 (Ray)	NT CU	-11.19%
Mouat B.A.	Christopher D.	Head Women's Basketball Coach	37,000	38,000		8/1/05 (Erickson)	NT CU	2.70%
<b>(B) ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Allen M.Ed	Mark E.	Director of Education Field & Clinical Experiences	New	43,000		8/1/05	NT CU	
<b>(C) FACULTY</b>								
Johnke M.N.S.	Robert	Assistant Professor, Mathematics	55,978	39,304		8/23/05 ( DeLoong )	P CU	-29.79%
Miller MS	Micheal L.	Assistant Professor Civil Engineering Tech	40,159	40,729	6,000 coord	8/23/05 (Koszuta )	P CU	1.42%
Henehan MSN	Maureen	Assistant Professor, Nursing	43,465	39,304		8/23/05 (Gransbury)	P CU	-9.57%
<b>(3) END OF EMPLOYMENT</b>								
<b>(A) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
Erickson	Mike	Head Women's Basketball Coach				5/31/05	NT, CU	
Ophus	Byron	Athletic Director				7/31/05	NT, CU	
Ray	David	Head Wrestling Coach				7/1/05	NT, CU	
<b>(B) Faculty</b>								
Cleavenger	Joyce	Assistant Professor of Nursing				5/31/05	P, CU	
Franson	Jerold	Associate Professor of Automotive Technology				5/31/05	P, CU	

## ITEM 128-2800-R0905; Staff MSU-NORTHERN

September 21-23, 2005

NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change (Replaced)	Type of Appt/ Funding Source & FTE (1 FTE is assumed) FY assumed for admin & prof; AY assumed for faculty	% Increase
Last	First							
<b>SALARY CHANGE OR ADDITION LEGEND:</b> CF = Change in Funding and/or FTE CL = Converted from Classified or Letter of Appointment D = Completion of Degree E = Equity Adjustment Increase I = Inversion Increase Included L = Professional Licensure Award M = Merit Increase N = Normal Increase P = Promotion Increase R = Retention / Market Adjustment Increase RR = Responsibilities Reduced SA=Stipend Added 1 = Plus Room and Board 2 = Plus Housing Allowance 3 = Plus Car Allowance			<b>FUNDING SOURCE LEGEND:</b> CU = Current unrestricted R = Restricted A = Auxiliary D = Designated O = Other	<b>TENURE LEGEND:</b> NT = Non-tenurable T = Tenured P = Probationary	<b>STIPEND LEGEND:</b> DC = Dept. Chair/Dean CC = Co-Chair BB = In lieu of Base Building AD=Administrative Duties	<b>EXTRA COMP LEGEND:</b> est = Estimated act = Actual GA = Grant administration ST = summer teaching SR = summer research AT = Additional AY teaching AR = Additional AY research SP = Speaking PM = Project management O = Other (must specify)		
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								



ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change	Type of Appt/Fundin g Source and FTE (1 FTE is assumed)	% Increase
Last	First							
<b>(1) CHANGES IN RANK/TENURE, SALARY, RESPONSIBILITY:</b>								
<b>(a) NON-ACADEMIC EXECUTIVES, ADMINISTRATORS &amp; PROFESSIONALS</b>								
<b>Baukol MBA</b>	Mary Ellen	Assistant Dean for Business & Finance	72,432	74,967		10/1/05	NT - FY CU	3.50%
<b>Binkley MBA</b>	Ed	Controller	52,167	53,993		10/1/05	NT - FY CU	3.50%
<b>Bishop</b>	Gary	Director, Aviation Program	46,000	46,000		10/1/05	NT - FY .50 FTE CU	0.00%
<b>Bonilla BS</b>	Mary Kay	Director, Human Resources	55,000	55,000			NT - FY CU	0.00%
<b>Bonnand MEd, MA</b>	Sheila	Librarian	43,500	46,110		10/1/05	NT - FY .92 FTE CU	6.00%
<b>Busch BS, MEd</b>	Theresa	Student Retention/Carl Perkins Grant Administrator	40,500	41,918		10/1/05	NT - FY 75% O 25% CU	3.50%
<b>Davis MA</b>	Jill	Disabilities Services Coordinator / EEO Officer	38,900	40,262		10/1/05	NT - FY CU	3.50%
<b>Freshly BS, MS Ed</b>	Dana	Academic Advisor/Enrollment Services	30,000	32,450		10/1/05	NT - FY CU	8.17%
<b>Goldhahn MA</b>	Ann	Development Officer	39,000	40,365		10/1/05	NT - FY .75 FTE CU	3.50%
<b>Habel BA</b>	Leah	Director of Financial Aid	40,000	43,059		10/1/05	NT - FY CU	7.65%
<b>Jones Ph. D</b>	Robert	Chief Technology Officer	53,000	53,000			NT - FY CU	0.00%
<b>Kittredge EdD</b>	Cindy	TRACE Project Manager/ Adjunct Faculty	37,972	41,400		10/1/05	NT - FY O	9.03%
<b>Klasner BS</b>	Lanni	Marketing Coord.	30,000	32,050		10/1/05	NT - FY CU	6.83%

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change	Type of Appt/Fundin g Source and FTE (1 FTE is assumed)	% Increase
Last	First							
Lederman DDS	Bonnie	Supervising Dentist for Dental Clinic	108,900	108,900			NT - FY .6 FTE CU	0.00%
McNeill BS	Linda	Customized Training Representative	29,204	31,217		10/1/05	NT - FY .5 FTE CU	6.89%
Moe EdD	Mary	Dean	101,380	104,928		10/1/05	NT - FY CU	3.50%
Parsons MS	Pam	Exec. Director of Communications & Extended Learning	54,000	56,990		10/1/05	NT - FY CU	5.54%
Pedersen PhD	Vern	Associate Dean for Academic/Student Affairs	75,500	78,143		10/1/05	NT - FY CU	3.50%
Petersen MA	Courtney	Career Placement / Transfer Advisor	30,000	32,450		10/1/05	NT - FY CU	8.17%
Pullum MA	Jeri	RITE Project Manager	40,000	41,400		10/1/05	NT - FY O	3.50%
Schaffer MS	Joseph	Director of Outreach	47,366	49,024		10/1/05	NT - FY CU	3.50%
Schopfer BA	Carol	Registrar	41,366	42,814		10/1/05	NT - FY CU	3.50%
Schrenk MA	Ryan	Director of Technology / Facilitated Learning	47,366	49,024		10/1/05	NT - FY CU	3.50%
Wagner-Fossen BS	Adena	Academic Advisor	36,000	37,260		10/1/05	NT - FY O	3.50%
Wend MEd	Eleanor	Program Coordinator - Bozeman Tech Ctr.	24,500	25,358		10/1/05	NT - FY CU	3.50%
<b>(c) FACULTY</b>								
Adams MS	Daniel	General Science	35,424	36,664	6,262.48 ST	10/1/05	NT CU .5 FTE	3.50%
Alt BSN	Cheryll	Practical Nursing	37,719	39,039	5,563.30 ST	10/1/05	T CU	3.50%

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change	Type of Appt/Fundin g Source and FTE (1 FTE is assumed)	% Increase
Last	First							
Bates MS	Leonard	Respiratory Therapy	50,510	52,278	9,404.22 ST	10/1/05	T CU	3.50%
Baumann	Kimberly	HIT/HICS Program	32,294	33,424		10/1/05	T CU .5 FTE	3.50%
Besich Ed D	Marilyn	Business Management	47,559	50,724	15,683.21 ST,O	10/1/05 CD (1,500)	T CU	6.65%
Bridger Ph D	Fred	English	37,336	38,590	6,607.83 ST,O	10/1/05	1.0 FTE CU	3.36%
Brown MA	Jeffrey	Computer Technology	40,475	41,892	14,166.40 ST,O	10/1/05	T CU	3.50%
Carter MA	Jana	English	35,461	36,667	50.00 O	10/1/05	P 1.0 FTE CU	3.40%
Cooper MS	Susan	Health Sciences Dept.	36,937	38,195	270.00 O	10/1/05	P CU R	3.41%
Eakman MA	Donna	Office/Computer Technology	42,541	48,917	13,173.56 ST,O	10/1/05 PI (4,722)	T CU	14.99%
Egan MS	Ivan	Dental Hygiene	39,736	40,952		10/1/05	P CU	3.06%
Emard	Pamela	Dental Hygiene	36,293	37,423		10/1/05	P CU	3.11%
Fike MA	Hilde	Mathematics Faculty	31,368	32,431		10/1/05	P CU	3.39%
Ford-Dwyer MA	Teri	Business Management	41,656	43,114	15,137.52 ST, O	10/1/05	T CU D	3.50%
Gottwig MS	Bruce	Computer Technology	37,037	38,298	20,888.64 ST, O	10/1/05	P CU D	3.40%
Hazen MA	Colleen	English Faculty	35,561	36,771	12,020.96 ST,O	10/1/05	P CU	3.40%
Hendersen	Joel	Emergency Services	30,093	31,146		10/1/05	NT CU	3.50%

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
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Last	First							
Holzeimer MA	Grayce	Art	37,336	38,590	420.00 O	10/1/05	P 1.0 FTE CU	3.36%
Johnson MS	Rebecca	Mathematics Faculty	35,512	36,720	11,844.01 ST,O	10/1/05	P CU	3.40%
Keil MAT	Jill	Mathematics Faculty	41,065	42,502	14,294.19 ST, O DC	10/1/05	T CU	3.50%
Kercher BSN	Patti	Practical Nursing	34,635	38,198	9,069.83 ST	10/1/05 PI (2,271)	T CU	10.29%
Kowalski EdD	Christine	Health Sciences Dept.	42,564	44,001	13,175.55 ST DC	10/1/05	T CU	3.38%
Mattingly MS	Kirk	Design Drafting Technology	36,836	38,090		10/1/05	NT .61 FTE CU	3.40%
McKeever DVS	Cherie	General Science	37,537	43,697	9,821.88 ST	10/1/05 PI (4,733)	T CU	16.41%
Morey MA	Deborah	English Faculty	31,684	37,425	5,012.52 ST	10/1/05 PI (2,543)	P CU	18.12%
Myers BA	Julie	Interior Design	32,293	33,423	600.00 O	10/1/05	P 1.0 FTE CU	3.50%
Myers BS	Laurence	Emergency Services	31,314	32,410	6,141.05 ST, O	10/1/05	P CU	3.50%
Myles BAN	Cynthia	Practical Nursing	34,267	35,466	9,304.10 ST	10/1/05	P CU	3.50%
Newton MS	Deborah	Office Technology / Medical Transcription	46,377	48,000	10,540.78 ST, O	10/1/05	NT CU	3.50%
Nitschke MA	Jon	Accounting Technology	50,510	52,278		10/1/05	T CU	3.50%
O'Lear MA	Michael	Mathematics Faculty	36,741	37,992	9,223.45 ST,O	10/1/05	P CU	3.40%
Pasek MA	Heidi	Sociology/Psychology Faculty	41,064	42,501	6,484.64 ST, O	10/1/05	T CU	3.50%

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change	Type of Appt/Fundin g Source and FTE (1 FTE is assumed)	% Increase
Last	First							
Paul AB	Timothy	Computer Technology	36,331	42,501	30,298.84 ST,O DC	10/1/05 PI (4,733)	T CU	16.98%
Paulauskis EdD	Gregory	Respiratory Therapy	49,649	51,334	11,615.36 ST	10/1/05	T CU	3.39%
Peffer MS	Roger	Biology	36,836	38,090	600.00 O	10/1/05	P 1.0 FTE CU	3.40%
Perry MA	Carmen	Dental Assistant	41,950	43,418	9,210.75 ST, O	10/1/05	T CU	3.50%
Plante MS	Mark	Mathematics Faculty	34,676	35,855	5,756.78 O	10/1/05	P CU	3.40%
Rehberger MS	Richard	Mathematics Faculty	36,011	37,236		10/1/05	P CU	3.40%
Savage MBA	John	Mathematics Faculty	36,836	38,090		10/1/05	P CU	3.40%
Schultz BS	Cynthia	Practical Nursing	33,565	34,740	1,820.00 ST	10/1/05	NT CU	3.50%
Spanning MS	Shellie	Mathematics Faculty	30,543	31,577		10/1/05	P CU	3.39%
Thompson BA	Cindy	Computer Technology	31,468	32,569		10/1/05	P 1.0 FTE CU	3.50%
Thurston	Stephen	Auto Body	41,254	42,698		10/1/05	T CU	3.50%
Vaccaro MA, MS	Lawrence	Communications	41,360	42,808	14,218.15 ST O, DC	10/1/05	T CU	3.50%
Veleber MS	Dennis	General Science	35,461	36,667	5,100.00 ST	10/1/05	P CU	3.40%
Wardinsky BS	Ken	Computer Technology	31,743	32,854	305.80 O	10/1/05	P 1.0 FTE CU	3.50%

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change	Type of Appt/Fundin g Source and FTE (1 FTE is assumed)	% Increase
Last	First							
Weber BS	Lynette	Dental Hygiene	37,790	38,973	3,234.78 ST	10/1/05	P 1.0 FTE CU	3.13%
Wenz MS	Adam	Chemistry	30,543	31,577	3,822.24 ST	10/1/05	P CU	3.39%
Williams MS	Robin	Dental Assistant	36,652	37,900	7,816.45 ST, O	10/1/05	P CU	3.40%
Wolozsyn BS	Kimberly	Dental Hygiene	\$34,267	\$35,466	6,466.40 ST	10/1/05	T CU	3.50%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>3,088,723</b>	<b>3,220,253</b>				<b>4.26%</b>
<b>Changes in Rank:</b>								
<b>(c) FACULTY</b>								
<b>Professors:</b>								
Eakman, MA	Donna	Fr: Faculty, Level III To: Faculty, Level IV	42,541	47,263		8/1/05	T CU	11.10%
Kercher BSN	Patti	Fr: Faculty, Level I To: Faculty, Level II	34,635	36,906		8/1/05	T CU	6.56%
McKeever DVS	Cherie	Fr: Faculty, Level II To: Faculty, Level III	37,537	42,270		8/1/05	T CU	12.61%
Morey MA	Deborah	Fr: Faculty, Level I To: Faculty, Level II	31,684	34,227		8/1/05	T CU	8.03%
Paul AB	Timothy	Fr: Faculty, Level II To: Faculty, Level III	36,331	41,064		8/1/05	T CU	13.03%
<b>TOTALS AND AVERAGE INCREASE</b>			<b>3,342,370</b>	<b>3,495,349</b>				<b>4.58%</b>
<b>(2) NEW POSITIONS AND REPLACEMENTS</b>								
<b>(c) FACULTY</b>								
Baumann	Kimberly	HIT/HICS Program Director	32,294	32,294		8/16/05 NEW	T CU	0.00%
Egan MS	Ivan	Dental Hygiene	39,736	39,736		8/16/05 Wolozsyn	P CU	0.00%
Emard	Pamela	Dental Hygiene	36,293	36,293		8/17/05 Pyette	P CU	0.00%

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology							September 21-23, 2005	
NAME		Position Title	Old Salary or (Salary Paid to Replaced Emp)	New Salary	Stipend or Extra Comp	Effective Date/ Reason for Change	Type of Appt/Fundin g Source and FTE (1 FTE is assumed)	% Increase
Last	First							
Fike MA	Hilde	Mathematics Faculty	31,368	31,368		8/17/05 NEW	P CU	0.00%
Rehberger MS	Richard	Mathematics Faculty	36,011	36,011		8/17/085 NEW	P CU	0.00%
Savage MBS	John	Mathematics Faculty	36,836	36,836		8/17/05 NEW	P CU	0.00%
Schultz BSN	Cynthia	Practical Nursing	33,565	33,565		8/17/05 McCallum- Bush	NT CU	0.00%
Spannring MS	Shelli	Mathematics Faculty	30,543	30,543		8/17/05 NEW	P CU	0.00%
Veleber MS	Dennis	General Science	35,461	35,461		8/17/05 NEW	T CU	0.00%
<b>(3) LEAVES OF ABSENCE</b>								
<b>(a) ACADEMIC AND NONACADEMIC EXECUTIVES, ADMINISTRATORS AND PROFESSIONALS</b>								
<b>(b) FACULTY</b>								
Woloszyn BS	Kimberly	Dental Hygiene	34,267	34,267		7/31/05		
<b>(4) END OF EMPLOYMENT</b>								
<b>(a) ACADEMIC AND NONACADEMIC EXECUTIVES, ADMINISTRATORS AND PROFESSIONALS</b>								
<b>(b) FACULTY</b>								
<b>Professors</b>								
Pyette BS	Melissa	Dental Hygiene	32,293			7/31/05	P CU	

ITEM 128-2850-R0905 Staff; MSU Great Falls College of Technology						September 21-23, 2005		
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Last	First							
<b>SALARY CHANGE OR ADDITION LEGEND:</b> <b>CD</b> = Completion of Degree <b>E</b> = Equity Adjustment Increase <b>I</b> = Inversion Increase Included <b>L</b> = Professional Licensure Award <b>M</b> = Merit Increase <b>P/I</b> = Promotion / Increase <b>R/M</b> = Retention / Market Adjustment Increase <b>1</b> = Plus Room and Board <b>2</b> = Plus Housing Allowance <b>3</b> = Plus Car Allowance		<b>FUNDING SOURCE LEGEND:</b> <b>CU</b> = Current unrestricted <b>R</b> = Restricted <b>A</b> = Auxiliary <b>D</b> = Designated <b>O</b> = Other	<b>TENURE LEGEND:</b> <b>NT</b> = Non- tenurable <b>T</b> = Tenured <b>P</b> = Probationary	<b>**STIPEND LEGEND:</b> <b>DC</b> = Dept. Chair <b>CC</b> = Co-Chair <b>BB</b> = In lieu of Base Building	<b>*EXTRA COMP LEGEND:</b> <b>est</b> = Estimated <b>act</b> = Actual <b>*ST</b> = summer teaching <b>*SR</b> = summer research <b>*AT</b> = Additional AY teaching <b>*AR</b> = Additional AY research <b>*SP</b> = Speaking <b>*PM</b> = Project management/writing AY <b>*O</b> = Other (must specify)	<b>HIGHER REPLACEMENT \$ LEGEND:</b> <b>MC</b> = Market considerations <b>IR</b> = Increased responsibilities		
<b>* NOTE: Stipends/bonuses are not base building. They may be prorated throughout the year or awarded in one lump sum.</b>								



**September 21-23, 2005**

**ITEM 128-107-R0905: Approval of  
Tentative Agreement with Montana Nurses'  
Association**

**THAT:** The Montana Board of Regents of Higher Education approves the Tentative Agreement with Montana Nurses Association

**EXPLANATION:** See attached memo to Board of Regents from Kevin McRae, Director of Labor Relations and Human Resources

- ATTACHMENTS:**
- a. Memo to Board of Regents from Kevin McRae
  - b. Tentative Agreement with Montana Nurses Association

**ITEM 128-107-R0905**

**TO:** Montana Board of Regents

**FROM:** Kevin McRae, Director  
Labor Relations and Human Resources

**RE:** Approval of Tentative Agreement with the  
Montana Nurses' Association

**DATE:** September 21-23, 2005

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Attached is a summary of the tentative agreement reached with the Montana Nurses' Association. This bargaining unit consists of three registered nurses at Montana State University in Bozeman. The union-ratified tentative agreement includes revisions to the prior agreement.

Revisions include:

- Wage increases of 3.5 percent and 4.0 percent effective October 1, 2005, and October 1, 2006, respectively.
- Continuation the Dependent Partial Tuition Waiver.

Other revisions were for clarification and/or contract housekeeping.

I recommend approval of the tentative agreement with the Montana Nurses' Association.

**ITEM 128-107-R0905**

**Summary of Tentative Agreement  
Between  
The Montana Nurses' Association  
And  
Montana University System  
June 2005**

**1. ARTICLE 13, TERM OF AGREEMENT**

**13.1 CONTRACT TERM**

Change to read:

This contract shall be in effect from ten (10) working days after the date of ratification or July 1, 2005, whichever is later, and shall continue until and including June 30, 2007. Either party desiring to modify or extend this agreement must do so in writing on or before March 30, 2007.

**2. ADDENDUM A. WAGES**

Change to read:

1. Effective October 1, 2005, all employees hired on or before September 30, 2005, shall receive a base pay raise of 3.5 percent or \$1,005 annually, whichever is greater.
2. Effective October 1, 2006, all employees hired on or before September 30, 2006, shall receive a base pay raise of 4 percent or \$1,188 annually, whichever is greater.
3. In addition to the salary increase specified above, employees may be eligible for additional forms of compensation as outlined in the Montana University System Staff Compensation Plan such as: lump sum bonuses, strategic pay, career ladder progression pay, and in-range progression pay.

**3. 5.8 INSURANCE COVERAGE**

Change the first paragraph to read:

The employer contribution to group health insurance benefits shall be made for full-time and permanent part-time employees working twenty (20) or more hours per week and who regularly work more than six (6) months per year. The employer contribution to health insurance for eligible employees shall be \$506 per month for the fiscal year ending June 30, 2006, and \$557 per month for the fiscal year ending June 30, 2007.

**4. ADDENDUM C. PARTIAL TUITION WAIVER BENEFIT**

Change the provision to read: "A partial tuition waiver will be available to bargaining unit employees. Such benefit shall be administered in accordance with Regents policy."

September 23-24, 2005

**ITEM 128-108-R0905: Approval of Tentative Agreement with The University of Montana-Western Faculty Association**

**THAT:** The Montana Board of Regents of Higher Education approves the tentative agreement with The University of Montana-Western Faculty Association

**EXPLANATION:** See attached memo to Board of Regents from Kevin McRae, Director of Labor Relations and Human Resources

**ATTACHMENTS:**

- a. Memo to Board of Regents from Kevin McRae
- b. Tentative Agreement with The University of Montana-Western Faculty Association

**ITEM 128-108-R0905****TO:** Montana Board of Regents**FROM:** Kevin McRae, Director  
Labor Relations and Human Resources**RE:** Approval of Tentative Agreement with The  
University of Montana-Western Faculty Association, Local 4323,  
MEA-MFT, NEA, AFT, AFL-CIO**DATE:** September 21-23, 2005

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Attached is a summary of the tentative agreement reached with the University of Montana-Western Faculty Association. This bargaining unit consists of about 50 faculty members at the University of Montana-Western. The union-ratified tentative agreement includes revisions to the prior agreement.

Revisions include:

- Wage increases of 3.5 percent and 4.0 percent effective October 1, 2005, and October 1, 2006, respectively.
- Continuation the Dependent Partial Tuition Waiver.
- Labor-Management Committee address possible need for new category of faculty (e.g., Lecturer or redefinition of Instructor).
- Increase available sabbaticals from one to two per year, and increase single semester sabbatical salary to full pay.
- One-time-only \$1250 lump sum to faculty involved in Experience One to recognize efforts and positive impact on enrollment and retention.
- Additional .75 percent salary increase October 1, 2005, and 1.0 percent on October 1, 2006, tied to continuing efforts and success of Experience One. (See description of faculty efforts below.)

Other revisions were for clarification and/or contract housekeeping.

I recommend approval of the tentative agreement with the University of Montana-Western Faculty Association.

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**The University of Montana-Western  
Description of continuing faculty efforts on  
Experience One implementation in AY 2005-6**

The University of Montana-Western's faculty members have undertaken a major initiative to improve the education of Western's students, improve student success, improve student 4-year graduation rates, and improve student recruitment and retention. This initiative is termed Experience One scheduling and it allows faculty and students to focus on one course at a time while enhancing opportunities for active experiential learning.

The University of Montana-Western is the first public university to adopt the one-class-at-a-time scheduling model, which was pioneered in the private sector by Colorado College over 30 years ago. The transition to the new approach has resulted in sweeping changes that have required a great deal of additional work on the part of the faculty. To be specific, the model requires faculty to totally re-think the teaching and learning environment, and consider ways to minimize lecture while enhancing project-based learning. Since few faculty members have experience with this approach, the transitional process takes a great deal of additional time and effort on the part of the faculty.

Academic year 2005-6 will be a transitional year where most campus courses will be taught under Experience One for the first time. Faculty members are putting major efforts into redesigning their courses to take advantage of the extended periods of time and they are receiving training in the methods of experiential teaching and learning. More experienced faculty are assisting those with less experience in these methods and outside trainers are being brought in. Faculty members are also redesigning their syllabi to reflect the different ways that course outcomes are being achieved and assessed. In addition, faculty are helping to get the word out on this exciting new program by giving presentations to the public, soliciting press coverage and aiding in admissions and recruiting. All this constitutes additional time and effort demands on faculty, warranting recognition in the form of extra pay for academic year 2005-6.

The University of Montana-Western faculty members are proud of their entrepreneurial efforts, and are up to the additional challenges presented by "thinking outside of the box". The faculty members believe that they are making an historic effort to improve the quality of public higher education in this country and they look to the Board of Regents to make this student-centered initiative known across the state and beyond.

**ITEM 128-108-R0905**

**Summary of Tentative Agreement  
Between  
The University of Montana-Western Faculty Association  
And  
Montana University System  
June 2005**

**1. 9.43 TENURE AND PROMOTION REVIEW PROCEDURE**

Delete paragraph three (error from prior contract).

**2. APPENDIX 2**

**Memorandum of Understanding: Faculty Status**

Delete reference to “Bonnie Sheriff.”

**3. APPENDIX 2**

**Memorandum of Understanding: New Lecturer Category of Faculty**

Replace with:

Memorandum of Understanding: Consideration of New Category of Faculty

The Labor/Management Committee is charged with developing new procedures, working conditions, conditions of employment, etc. with regard to establishing a new category of faculty, if it is determined necessary.

The Labor/Management Committee will complete its work no later than December 15, 2005.

It is agreed that, in accordance with Section 15.950 of the collective bargaining agreement, other relevant sections of the contract may be opened upon mutual agreement as a result of the work of the Labor/Management Committee.

**4. New 12.4 DEPENDENT PARTIAL TUITION WAIVER**

Delete Memorandum of Understanding: Partial Tuition Waiver Benefit for Dependents and Replace with following:

Permanent employees must be employed at least  $\frac{3}{4}$  time for five or more consecutive years before being eligible for a dependent tuition waiver benefit. Employees who utilize the faculty and staff tuition waiver are not eligible for a dependent tuition waiver during the same academic term. Only one dependent may utilize the dependent tuition waiver in an academic term. A dependent includes the employee’s spouse, and financially dependent children as defined by the Internal Revenue Code who are unmarried and under age 24.

The tuition waiver benefit for dependents shall be for 50 percent of the residential tuition. In no case may registration, course fees or any other mandatory or miscellaneous fees be waived. Dependents may utilize the tuition waiver benefit to take courses at a college of technology or in any other two-year or certificate programs and to obtain a first baccalaureate degree at any unit of the university system. Dependents may not use the tuition waiver benefit to attend law school or obtain a graduate degree. The tuition waiver does not apply to non-credit, continuing education or other self-supporting courses.

#### **5. 3.100 UNIT DETERMINATION**

The bargaining unit covered by the agreement shall be composed of all faculty holding academic rank who regularly teach seven (7) or more credit hours per semester or fourteen (14) or more hours per academic year whose current appointment is with The University of Montana-Western, excluding employees teaching in extension, continuing education, or off-campus programs such as the early childhood program; chancellors; deans; executive assistants; the library director; registrar; coaches and others whose responsibility is primarily and regularly administrative. It is understood that adjunct faculty may be hired to teach up to two blocks (8 credits) per semester of regular on-campus courses without being considered part of the bargaining unit. Faculty not meeting the above criteria for membership in the bargaining unit may be added with the mutual consent of the Administration and the Association.

#### **6. 13.82 RULES AND CRITERIA GOVERNING SABBATICAL ASSIGNMENT**

2. Effective fall semester 2006, there shall be a minimum of two (2) funded sabbaticals each academic year. Other approved sabbatical assignment shall be subject to budget limitations which may exist at The University of Montana-Western at any time.

3. c. Sabbatical assignments shall be for a period of not less than one academic semester or more than one academic year, except that upon approval of the Chancellor, sabbatical assignments may be granted for a period less than one academic semester. Effective fall semester 2006, the salary paid during an approved full academic year sabbatical shall not exceed two-thirds (2/3) of the academic year contract amount established for the individual at the time the leave is approved. Effective fall semester 2006, the salary paid during an approved one-semester sabbatical shall not exceed 100 percent of the academic year contract amount established for the individual at the time the leave is approved.

#### **7. 17.20 DURATION CLAUSE**

This agreement shall be in full force and effect from the date of July 1 2005, to and including June 30, 2007, and shall be considered renewed from year to year thereafter unless either party to this agreement notifies the other party in writing not later than sixty (60) days prior to the expiration of this agreement of its desire to modify or terminate the agreement. Negotiations on proposed modifications shall commence at the earliest possible time.



**8. 12.000 COMPENSATION**

**12.121 Normal Increase**

Effective October 1, 2005, eligible faculty members shall receive a 3.5 percent normal increase on their base salaries.

Effective October 1, 2006, eligible faculty members shall receive 4.0 percent normal increase on their base salaries.

**12.122 Permanent Market Adjustment**

There will be zero permanent market adjustments in 2005-06 and 2006-07.

**12.124 Promotion and Award of Appropriate Terminal Degree**

1. Promotion

Faculty members promoted to the rank of Assistant Professor or Associate Professor consistent with the promotion procedures in effect under this agreement shall receive additional compensation added to their base salaries of \$2222 in 2005-06 and \$2311 in 2006-07. Faculty members promoted to the rank of Professor consistent with the promotion procedures in effect under this agreement shall receive additional compensation added to their base salaries of \$2983 in 2005-06 and \$3102 in 2006-07. Promotion increases shall be implemented effective August 1 each year.

**12.127 Salary Minimums**

No change in paragraph one.

<u>Rank</u>	<u>07/01/05</u>	<u>Effective 10/01/05</u>	<u>Effective 10/01/06</u>
Professor	\$47,230	\$48,883	\$50,838
Associate Professor	\$40,252	\$41,661	\$43,327
Assistant Professor	\$35,472	\$36,714	\$38,183
Instructor	\$28,047	\$29,029	\$30,190

**12.200 Summer Session**

The rate of summer session shall be at the rate of two-ninths (2/9) of the regular academic year salary for full-time teaching. The summer session salary for a full-time teaching workload shall not exceed a maximum of \$9688 for summer 2006 and \$10,076 for summer 2007. The summer salary for less than full-time teaching workload shall not exceed the full-time maximum multiplied by the ratio of the actual workload to the full-time workload. A full-time teaching workload for summer term is nine (9) summer semester credits. Faculty teaching in excess of nine (9) semester credits in summer session shall have their salary increased proportionately. When courses are offered on an enrollment contingent basis and enrollment is below the required minimum, the faculty member and the summer school director may mutually agree to a reduced level of compensation.

## **9. 7.220 WORKLOAD**

Change second paragraph to read:

The normal teaching workload for full-time tenured and tenure-track faculty will typically be twenty-four (24) credit hours per academic year. If the faculty workload committee determines that a tenured or tenure-track faculty member is carrying an inequitable workload, such faculty member shall be eligible for additional compensation at the rate of \$828 per credit hour in 2005-06 and \$861 per credit hour in 2006-07.

## **APPENDIX 2**

### **NEW Memorandum of Understanding: Experience One, Faculty Recognition**

1. In recognition and acknowledgement of the exceptional efforts of faculty of The University of Montana-Western in the implementation of Experience One and the resulting positive impact on student enrollment and retention, every full-time faculty member employed during academic year 2004-05 and expected to be employed the entire academic year 2005-06 shall be paid a one-time-only lump sum bonus of \$1250. Payment shall be made on a separate check no later than June 21, 2005.
2. Full-time faculty members who have been employed at least the entire 2004-05 academic year shall receive, in addition to the normal increase of 3.5 percent, as .75 percent increase on their base salaries as a direct result of their contributions to The University of Montana-Western in the form of Experience One and increased student enrollment and retention. The increase shall be effective October 1, 2005.
3. Effective October 1, 2006, full-time faculty members who have been employed at least the two full prior academic years shall receive a base salary increase of 1.0 percent in addition to the normal increase of 4.0 percent. The additional 1.0 percent increase is contingent upon faculty members' continuing efforts to promote the continued success of Experience One, as outlined in the joint Union/Management informational memorandum.

September 21-23, 2005

**ITEM 128-109-R0905: Approval of  
Tentative Agreement with United Association of  
Plumbers and Pipefitters**

**THAT:** The Montana Board of Regents of Higher Education approves the tentative agreement with United Association of Plumbers and Pipefitters

**EXPLANATION:** See attached memo to Board of Regents from Kevin McRae, Director of Labor Relations and Human Resources

**ATTACHMENTS:**

- a. Memo to Board of Regents from Kevin McRae
- b. Tentative Agreement with United Association of Plumbers and Pipefitters

**ITEM 128-109-R0905**

**TO:** Montana Board of Regents

**FROM:** Kevin McRae, Director  
Labor Relations and Human Resources

**RE:** Approval of Tentative Agreement with the United  
Association of Plumbers and Pipefitters

**DATE:** September 21-23, 2005

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Attached is a summary of the tentative agreement reached with the United Association of Plumbers and Pipefitters. This bargaining unit consists of 24 plumbers in Missoula, Bozeman and Billings. The union-ratified tentative agreement includes revisions to the prior agreement.

Revisions include:

- Wage increases of 3.5 percent and 4.0 percent effective October 1, 2005, and October 1, 2006, respectively.
- Continuation the Dependent Partial Tuition Waiver.
- A four-year contract term, with a "re-opener" in 2007 solely for renegotiation of economic issues.

I recommend approval of the tentative agreement with the Plumbers and Pipefitters union.

**ITEM 128-109-R0905**

**Summary of Tentative Agreement  
Between  
The United Association of Plumbers and Pipefitters  
And  
Montana University System  
June 2005**

**1. ADDENDUM A**

**V. APPRENTICES**

**New Section C. Employer Contributions**

An annual fee will be paid to the union for each apprentice hired. The fee and schedule of payments will be determined at the campus level through mutual agreement of the parties.

**2. ARTICLE XI. EMPLOYEE BENEFITS**

**New Section I. Dependent Partial Tuition Waiver**

Permanent employees must be employed at least  $\frac{3}{4}$  time for five or more consecutive years before being eligible for a dependent tuition waiver benefit. Employees who utilize the faculty and staff tuition waiver are not eligible for a dependent tuition waiver during the same academic term. Only one dependent may utilize the dependent tuition waiver in an academic term. A dependent includes the employee's spouse, and financially dependent children as defined by the Internal Revenue Code who are unmarried and under age 24.

The tuition waiver benefit for dependents shall be for 50 percent of the residential tuition. In no case may registration, course fees or any other mandatory or miscellaneous fees be waived. Dependents may utilize the tuition waiver benefit to take courses at a college of technology or in any other two-year or certificate programs and to obtain a first baccalaureate degree at any unit of the university system. Dependents may not use the tuition waiver benefit to attend law school or obtain a graduate degree. The tuition waiver does not apply to non-credit, continuing education or other self-supporting courses.

**3. ARTICLE X. TERMS AND CONDITIONS OF EMPLOYMENT**

**Section A. Probationary Period**

It is the policy of the employer to employ qualified personnel whose ability to perform the services for which they are hired is not contingent upon additional education or training. The first six (6) calendar months of employment of any employee hired into a permanent position shall be a period of probation. At any time during the period of probation the employee may be discharged without any showing of cause.

**4. ARTICLE I. CONTRACT TERM AND NEGOTIATION SCHEDULE**

**Section A. Contract Term**

This contract shall be in full force and effect from the date of July 1, 2005, to and including June 30, 2009, and shall be considered as renewed from year to year thereafter unless either party to

this agreement notifies the other party, in writing, in accordance with the following negotiation schedule, of its desire to modify or terminate this agreement.

Section B. Negotiations Schedule

It is expressly understood and agreed that negotiations shall commence no later than March 31, 2007, solely for the purpose of discussing and negotiating an adjustment of wage rates set forth in Addendum A for the remainder of the term of this contract.

Either party desiring to modify or terminate the agreement must notify the other in writing by March 30, 2009.

Prebudgetary negotiations shall commence upon mutual agreement.

**5. ADDENDUM A**

**VI. WAGES**

All employees in each classification will be compensated at the following wage rates.

	<u>October 1, 2005</u>	<u>October 1, 2006</u>
Maintenance Plumber	21.59	22.45
Refrigeration Technician	21.59	22.45
Plumber Foreman	23.10	24.02
Refrigeration Technician Foreman	23.10	24.02

The Foreman positions shall be an additional seven (7) percent of the Maintenance Plumber and Refrigeration Technician base wage.

When a member of the bargaining unit is assigned the duties and responsibilities of Foreman of the bargaining unit in the absence of the regular Foreman for eight (8) or more consecutive hours, the employee will receive the higher hourly rate of pay for the duration of the assignment.

Optional Pay: Permanent, non-probationary employees are eligible for lump sum bonuses and strategic pay in accordance with the Montana University System Staff Compensation Program.

**September 21-23, 2005**

**ITEM 128-110-R0905: Approval of  
Tentative Agreement with Montana State  
University-Billings Faculty Association**

**THAT:** The Montana Board of Regents of Higher Education approves the tentative agreement with Montana State University-Billings Faculty Association

**EXPLANATION:** See attached memo to Board of Regents from Kevin McRae, Director of Labor Relations and Human Resources

- ATTACHMENTS:**
- a. Memo to Board of Regents from Kevin McRae
  - b. Tentative Agreement with Montana State University-Billings Faculty Association

**ITEM 128-110-R0905**

**TO:** Montana Board of Regents

**FROM:** Kevin McRae, Director  
Labor Relations and Human Resources

**RE:** Approval of Tentative Agreement with the  
Montana State University – Billings Faculty Association, MEA-  
MFT, NEA, AFT, AFL-CIO

**DATE:** September 21-23, 2005

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Attached is a summary of the tentative agreement reached with the Montana State University – Billings Faculty Association. This bargaining unit consists of about 140 faculty members at MSU-Billings. The union-ratified tentative agreement includes revisions to the prior agreement.

Revisions include wage increases of 3.5 percent and 4.0 percent effective October 1, 2005, and October 1, 2006, respectively.

Other revisions were for clarification and/or contract housekeeping.

I recommend approval of the tentative agreement with the MSU-Billings Faculty Association.



**Summary of Tentative Agreement  
Between  
The Montana State University-Billings Faculty Association  
And  
Montana University System  
August 2005**

**7.000 Appointments**

- Added 7.190 Fixed Term—description of purpose.
- Drafted as a Memorandum of Agreement 7.300 Adjunct—this drafted position is described in Appendix B and has a sunset of June 30th 07 when this contract will have to be renewed.
- An Adjunct position will have flexible responsibilities, hold rank, not be eligible for rank advancement or tenure.
- If an Adjunct secures a tenure track position, years as Adjunct may count

**9.000 Professional Evaluation of Faculty**

- Significant work on 9.600 Evaluation Procedures for PDs.
- Changed different versions of the PD to sequential drafts—Draft 1 with the Position Announcement, Draft 2 with the Letter of Offer, First Year Final Draft within two weeks of arrival on campus for employment.
- Developed new templates for different positions with matrices for required/ not required components.
- Added 9.632 Evaluation of Fixed Term.
- Revised 9.633 Evaluation of Lecturers.
- Revised 9.634 Probationary T-T faculty.
- In all revised sections indicated general and specific criteria with guidance for content and format of review materials.
- Expanded explanation of abbreviated and extended reviews.

**11.000 Sabbaticals and Professional Leave**

- Changed 11.120 Limitations and Conditions to allow for equitable faculty compensation while on sabbatical.

**14.000 Compensation**

- 3½ % base building salary increase 05-06.
- 4% base building salary increase 06-07.
- Increases will be for all faculty and will take effect October of each year.
- Maintained separation of merit from the salary pool (at least for this CBA)

**17.000 Negotiations**

Reaffirmed MSU-Billings Administration and Association commitment to the Collaborative Negotiations process

**September 21-23, 2005**

**ITEM 128-111-R0905: Approval of  
Tentative Agreement with Montana District  
Council of Laborers**

**THAT:** The Montana Board of Regents of Higher Education approves the tentative agreement with Montana District Council of Laborers

**EXPLANATION:** See attached memo to Board of Regents from Kevin McRae, Director of Labor Relations and Human Resources

- ATTACHMENTS:**
- a. Memo to Board of Regents from Kevin McRae
  - b. Tentative Agreement with Montana District Council of Laborers

**ITEM 128-111-R0905**

**TO:** Montana Board of Regents

**FROM:** Kevin McRae, Director  
Labor Relations and Human Resources

**RE:** Approval of Tentative Agreement with the  
Montana District Council of Laborers

**DATE:** September 21-23, 2005

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Attached is a summary of the tentative agreement reached with the Montana District Council of Laborers. This bargaining unit consists of approximately 145 custodians, groundskeepers, maintenance workers, and equipment mechanics at MSU-Billings, MSU-Bozeman, and UM-Missoula. The tentative agreement was ratified by members of the bargaining unit and includes modifications made to the prior agreement.

Major changes include:

- Conversion from State pay plan to Montana University System Staff Compensation Plan.
- Wage increases in accordance with HB 447—3.5 percent or \$1,005 annually, whichever is greater and 4.0 percent or \$1,188 annually, whichever is greater, effective October 1, 2005, and October 1, 2006, respectively.
- Minimum wage of \$8.25 per hour effective October 1, 2005.
- Hourly wage differential for employees trained, certified, and assigned responsibilities for asbestos abatement.
- Four-year term of contract, with wage opener in 2007.
- Continuation the Dependent Partial Tuition Waiver.
- Increased health insurance contributions in accordance with statute.

Other modifications were made for reasons of clarification and/or contract housekeeping.

I recommend approval of the tentative agreement with the Montana District Council of Laborers.

## **ITEM 128-111-R0905**

### **Summary of Tentative Agreement Between Montana District Council of Laborers And Montana University System**

#### **1. ARTICLE V. RIGHTS OF THE UNION**

##### **5. b. Visiting Work Areas**

The authorized representative of the union, which will be limited to the business agent or duly appointed steward, shall have access to the job during working hours for official business after notifying the personnel office of the work areas to be visited. Any such visit may not unduly disrupt work in progress.

#### **2. ARTICLE IX, EMPLOYEE BENEFITS**

Delete Memorandum of Understanding and Replace with:  
New Section Q. Dependent Partial Tuition Waiver

Subsection A. Permanent employees must be employed at least  $\frac{3}{4}$  time for five or more consecutive years before being eligible for a dependent tuition waiver benefit. Employees who utilize the faculty and staff tuition waiver are not eligible for a dependent tuition waiver during the same academic term. Only one dependent may utilize the dependent tuition waiver in an academic term. A dependent includes the employee's spouse, and financially dependent children as defined by the Internal Revenue Code who are unmarried and under age 24.

Subsection B. The tuition waiver benefit for dependents shall be for 50 percent of the residential tuition. In no case may registration, course fees or any other mandatory or miscellaneous fees be waived. Dependents may utilize the tuition waiver benefit to take courses at a college of technology or in any other two-year or certificate programs and to obtain a first baccalaureate degree at any unit of the university system. Dependents may not use the tuition waiver benefit to attend law school or obtain a graduate degree. The tuition waiver does not apply to non-credit, continuing education or other self-supporting courses.

#### **3. ARTICLE IX. EMPLOYEE BENEFITS**

##### **Section B. Sick Leave**

###### **1. Definitions**

Modify last sentence to: The employee's immediate family shall consist of: spouse, parents, grandparents, grandchildren, brothers, sisters, children, household dependents, and the same relatives of the employee's spouse in the like degree.

#### **4. ARTICLE XIV. CONTRACT TERM**

This agreement shall be in full force and effect from July 1, 2005 to and including June 30, 2009. However, it is expressly understood and agreed that negotiations shall commence no later than March 1, 2007, solely for the purpose of discussing and negotiating an adjustment of wage rates set forth in Addendum A and Addendum B of this agreement for the remainder of the term of this contract. This entire agreement shall be considered as renewed from year to year after June 30, 2009, unless either party to this agreement notifies the other party in writing at least ninety (90) days prior to June 30, 2009, of their desire to modify this agreement.

## **5. ARTICLED XIII. COMPENSATION**

### **Section B. Overtime**

Employees required to work in excess of forty (40) hours in any week will be compensated at the rate of one and one-half (1 ½) times their normal rate of pay for additional time worked. Employees shall not be required to suspend work during regular scheduled hours to absorb overtime. Overtime shall be paid in half-hour increments.

## **6. NEW MEMORANDUM OF UNDERSTANDING**

If any other classified or craft bargaining unit at Montana State University-Bozeman or Montana State University-Billings settles for an across-the-board wage increase during the 2005-2007 biennium, the employer agrees to pay to this bargaining unit the same increase.

## **7. ADDENDUM A, THE UNIVERSITY OF MONTANA-MISSOULA**

Delete entire addendum. Members of this bargaining unit employed at The University of Montana-Missoula will be members of a separate Laborers bargaining unit, upon recognition by the State Board of Personnel Appeals.

## **8. ADDENDUM B, MONTANA STATE UNIVERSITY-BILLINGS**

Replace Addendum B with New Addendum A.

The following provisions are only applicable to employees covered by this agreement at Montana State University-Billings.

### **1. SCOPE OF BARGAINING UNIT**

The bargaining unit shall include the following job titles at Montana State University-Billings:

- Custodian I and II
- Custodial Supervisor I
- Groundskeeper I, II, and III
- Maintenance Tech and/or Maintenance Worker series

### **2. PAY SCHEDULE**

Employees at Montana State University-Billings are subject to the Montana University System Staff Compensation Plan.

### **3. WAGE INCREASE**

- a. Effective October 1, 2005, all employees hired on or before September

30, 2005, shall receive a base pay raise of 3.5 percent or \$1,005 annually, whichever is greater. After application of the 3.5 percent or \$1,005 annual pay increase, any employee making less than \$8.25 per hour shall be increased to \$8.25 per hour.

b. Effective October 1, 2006, all employees hired on or before September 30, 2006, shall receive a base pay raise of 4.0 percent or \$1,188 annually, whichever is greater.

c. In addition to the salary increase specified above, employees may be eligible for additional forms of compensation as outlined in the Montana University System Staff Compensation Plan such as: lump sum bonuses, strategic pay, career ladder progression pay, and in-range progression pay.

## **9. ADDENDUM B, MONTANA STATE UNIVERSITY-BOZEMAN**

Replace Addendum C with New Addendum B.

The following provisions are only applicable to employees covered by this agreement at Montana State University-Bozeman.

### **1. SCOPE OF BARGAINING UNIT**

The bargaining unit shall include the following job titles at Montana State University-Bozeman:

- Custodian I and II
- Custodial Supervisor I
- Groundskeeper I, II and III
- Maintenance Worker series
- Equipment Operator series

### **2. PAY SCHEDULE**

Employees at Montana State University-Bozeman are subject to the Montana University System Staff Compensation Plan.

### **3. WAGE INCREASE**

a. Effective October 1, 2005, all employees hired on or before September 30, 2005, shall receive a base pay raise of 3.5 percent or \$1,005 annually, whichever is greater. After application of the 3.5 percent or \$1,005 annual pay increase, any employee making less than \$8.25 per hour shall be increased to \$8.25 per hour.

b. Effective October 1, 2006, all employees hired on or before September 30, 2006, shall receive a base pay raise of 4.0 percent or \$1,188 annually, whichever is greater.

c. In addition to the salary increase specified above, employees may be eligible for additional forms of compensation as outlined in the Montana University System Staff Compensation Plan such as: lump sum bonuses, strategic pay, career ladder progression pay, and in-range progression pay.

#### 4. SHOP STEWARDS

Within the Facilities Services department the union may appoint up to three (3) stewards, including no more than one (1) steward on the graveyard shift, and no more than two (2) stewards on the swing shift.

The union may appoint one steward from within the Student Union Building department.

#### 5. WAGE DIFFERENTIAL

Effective July 1, 2005, any maintenance worker who has been assigned the responsibility of asbestos abatement and who obtains and maintains required training and certification shall receive a fifty cents (\$.50) per hour salary differential for the duration of the assignment. The selection of the employee (s) to be given the responsibility for asbestos abatement is at the complete discretion of the employer. The employer will give an employee thirty (30) calendar days notice before discontinuing the employee's assignment for asbestos abatement. Such discontinuance is not grievable.

***The following items reflect no substantive changes in the collective bargaining agreement provisions. They are considered to be clarification and/or housekeeping issues.***

#### 10. ARTICLE X. GRIEVANCE PROCEDURE

Move Section I. Timeframes to new Section B. and renumber remaining sections for purpose of clarification.

#### 11. ARTICLE IX, EMPLOYEE BENEFITS

##### Section I. Retirement

Retirement shall be governed by applicable state and federal statutes. The amount of the employee and employer contributions, retirement benefits and other details shall be governed by the provisions of Title 19, Chapter 3 of Montana statutes.

September 21-23, 2005

**ITEM 128-1002-R0905                      Student**  
**Computer Fee Expenditure; The University of**  
**Montana-Missoula**

**THAT:**                                              Consistent with the provisions of Board of Regents' Policy 940.23, the Board of Regents authorizes The University of Montana to expend an additional \$30,000 of Student Computer Fee funds allocated to the IT Office to address student computing needs.

**EXPLANATION:**                                              Board of Regents' policy 940.23 requires Board approval of all purchases over \$25,000. The Student Computer Fee Committee, whose membership includes 50 percent students as required by Board Policy, endorses this proposal as an addition to the allocations recommended and approved earlier.



September 21 - 23, 2005

**ITEM 128-2851-R0905                      Authorization to Expend**  
**Student Equipment Fees; Montana State University-Great**  
**Falls College of Technology**

**THAT:**                                              Consistent with the provisions of Board of Regents Policy 940.26, the Board of Regents authorizes Montana State University-Great Falls College of Technology to expend Student Equipment Fee funds to purchase computers, software, servers, and other networking equipment. The total of these purchases will not exceed \$129,340. These purchases are needed to equip classrooms and labs in the Academic Support Center.

**EXPLANATION:**                                      Board of Regents Policy 940.26 requires Board approval of all purchases excess of \$25,000. The Student Equipment Fee Committee, comprised of 50% students, as required by the Board of Regents Policy, endorses this request.

**Equipment Fee Purchases      FY 06**

	Match 2 year ed equipment purchase	52,000	
5	HP printers	8,510	Classrooms
			Lecture Cart for smart
5	Media Manager	9,500	podium
15	15" LCD Monitors	5,250	Classrooms
	Art equipment	5,000	Art classes
10	Classroom Digital Projectors	20,000	Classrooms
10	Interactive Sympodiums	18,000	Classrooms
2	Multi-Media Speaker Systems	1,000	Classrooms
5	Cabling, Power Supplies & Kits	1,500	Classrooms
	60" Leaf Drafting Tables	800	Classrooms
	Mayline E-X Grip 60" Parallel Rules	1300	Classrooms
	CH Advantage #2896 Mat Board Cutter	8500	Classrooms
	Easel for Student display	5000	Classrooms
	Technical Videos	3000	Classrooms
1	NetLab	6,000	Cisco Classroom
		<u>\$129,340</u>	

September 21-23, 2005

**ITEM 128-2852-R0905                      Authorization to Expend**  
**Computer Fees; Montana State University-Great Falls**  
**College of Technology**

**THAT:**                                              Consistent with the provisions of Board of Regents Policy 940.23, the Board of Regents authorizes Montana State University-Great Falls College of Technology to expend Student Computer Fee funds for the projects outlined in the table below, not to exceed \$130,510.

**EXPLANATION:**                                              Board of Regents Policy 940.23 requires Board approval of all purchases in excess of \$25,000. The Student Computer Fee Committee, whose membership includes 50 percent students as required by Board policy, endorses this allocation proposal.

**Computer Fee Allocation Projects                      FY 06**

Student Employment	35,000	Computer lab & help desk
AutoCad	7,000	Drafting class
Contribute	2,500	Classrooms
SPSS	350	Learning center
3M	3,000	Student network
NetSupport	2,000	Classrooms
Adobe CS2 w/mt	13,000	Classrooms
Computers	29,796	Classrooms
Library Lab	25,590	Computer lab
Quickbooks	1,265	Classrooms
CICSO VoIP	11,000	Cisco Classroom
	<u>\$130,510</u>	

## RESOLUTION

### **American Indian Heritage Day September 23, 2005**

Article X, section 1(2), of the Montana Constitution recognizes the distinct and unique cultural heritage of American Indians and commits the state in its educational goals to the preservation of their cultural integrity.

In acknowledgement of our constitutional and educational responsibility for full participation in Indian Education for All Montana, MCA 20-1-501, we hereby acknowledge the importance of Montana's American Indian history and culture. The histories and cultures of American Indians are an integral part of the history of the nation and the State of Montana. The Montana Legislature has recognized that all Montanans have an invaluable opportunity for cultural enrichment through contact with the culture and philosophy of American Indians.

As we begin this academic year, we emphasize to all in the Montana University System that the Montana Legislature in 1997 passed a law designating the fourth Friday of September as "American Indian Heritage Day." This legislative action grants American Indian Heritage Day the same commemorative status as Columbus Day, Lincoln's and Washington's birthdays, and Flag Day.

The campuses of the Montana University System are charged with conducting appropriate exercises commemorating the role of Indians in Montana's past and present.

We hereby affirm the celebration of this day in significant ways across the campuses of the Montana University System, and commend the celebration of this day throughout the state of Montana.

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John Mercer  
Chairman  
Board of Regents

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Sheila Stearns  
Commissioner of Higher Education