

1

Institutional Mission and Goals, Planning and Effectiveness

Strategic Vision and Sustained Planning



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



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Standard 1A – Mission and Goals

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

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

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

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

Montana State University Vision Statement:

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

This is evident in a statement taken from his website:

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Montana State University Mission Statement:

The mission of Montana State University is:

- **To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success.**
- **To provide an environment that promotes the exploration, discovery, and dissemination of new knowledge.**
- **To provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued.**
- **To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 1.B – Planning and Effectiveness

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

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

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



PHOTO BY KEELY GORHAM

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

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

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

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

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

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

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

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

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

and,

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

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

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

and item D, which says:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Standard 1 – Summary and Analysis

Strengths

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

Challenges

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

Endnotes for Standard 1

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

<http://www.mus.edu/board/default.asp>
<http://www.montana.edu/upba/minutes/mindocs/upbacmin092705.pdf>
<http://www.montana.edu/wwwcat/>
<http://www.montana.edu/opa/policy/MissionBozeman.html>
<http://www.montana.edu/vision/>
<http://www.montana.edu/vision/springaddress2008/index.html>
<http://www.montana.edu/vision/>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
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<http://www.montana.edu/vision/prioryears/fy06/index.html>
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<http://www.extn.msu.montana.edu/default.asp>
<http://www.montana.edu/vision/current/index.html>
<http://www.montana.edu/opa/>
<http://www.montana.edu/vision/prioryears/fy07/index.html>
<http://www.montana.edu/vision/prioryears/fy06/index.html>
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http://www.montana.edu/upba/minutes/mindocs/upbacmin_050508.pdf
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<http://www.montana.edu/vision/prioryears/fy06/index.html>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
<http://www.montana.edu/vision/prioryears/fy07/index.html>
<http://www.montana.edu/vision/prioryears/fy06/index.html>
<http://www.montana.edu/vision/prioryears/fy04/index.html>
http://www.montana.edu/wwwitc/pdfs/MSU_Information_Technology_Strategic_Plan.pdf
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