Salaries of new faculty

Why 100% of OSU when most existing MSU faculty are paid well below OSU benchmarks?

Travel Funds in Base Budget? $27,000

Summer salaries

Since when is a guarantee of summer funding extended to faculty?

Why not use the current summer funding model?

The justification cannot be that the summer salary is for research activity.
Tuition Estimate and revenue side questions

Tuition dollars in the provided estimates are incorrect

I have re-estimated these cost below based on 2015 numbers.

<table>
<thead>
<tr>
<th></th>
<th>AY tuition</th>
<th>Summer (10cr)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state</td>
<td>6801</td>
<td>2719</td>
<td>9520</td>
</tr>
<tr>
<td>Out of State</td>
<td>21390</td>
<td>8798</td>
<td>30188</td>
</tr>
</tbody>
</table>

A major concern of mine is the overall cost under the proposed model. Requiring students to enroll in 3 summer sessions, instead of a fourth year of full-time undergraduate, will increase the total cost for students.

Scholarships often do not apply to summer…but be aware of “instructional costs” impact with respect to Prioritization Document.

Should we endorse programs that add to student indebtedness when other options could be considered?

- In-state cost for 3 years (as proposed): $28560
- Out-state cost for 3 years (as proposed): $90564

- In-state cost for 4 years: $27204 (-$1356)
- Out-state cost for 4 years: $85560 (-$5004)
Questions about Other Revenue-side assumptions

1 – 100 students in the program. These **must** be new students to MSU, not existing students switching into the program, for the assumptions of economic **gain** to hold.

*Otherwise we are really just discussing a reshuffling of allocations from one college/program to another.*

2 – No solid evidence that 100 students will enroll in program

3 – I am unaware of a policy that allows colleges or departments at MSU “keep” or “claim” tuition generated by student enrollment and count them against program costs as a justification for approval…and if so…

4 – **Hidden in the model is an assumption that ALL credits in the 100 students’ degrees are being taught by the 4 new faculty lines.** In other words, in order to “claim” the tuition generated would the faculty not need to actually teach all of the 121/122 credits?

Who pays for the CORE coursework? Should we subtract this expense from the estimates of revenue used to justify the program?

At best, no more than 50% of the degree requirements appear to be under the curricular control of the proposed school and faculty within it.
5 - MSU student population is 70% MT residents according to Planning website: [http://www.montana.edu/opa/students/](http://www.montana.edu/opa/students/)

Where is the evidence to support the justification for the 60/40 mix of in state versus out-of-state students?

6 – The Board of Regents Policy Statement on Tuition (Policy 940.31) in section II, sub point H states: **The proliferation of fees should be avoided, and the incorporation of mandatory general fees into tuition levels should be more commonplace.**


7 – The campus restaurant and the assumption of $50K a year in revenue. I see no justification or detail for the throughput necessary to achieve this number.

**This aspect of the proposal needs further articulation.**

One would think University Food Service would lose revenue with a new competitor on campus. **Has anyone assessed how UFS would be impacted?**
Kitchen/construction issues

Startup costs were simply cut out of the startup costs…but these costs still exist.

Romney kitchen – I find no mention of such a facility in the current plan (detailed pdf no longer available online):
http://www.montana.edu/us/pdc/projects/allPrjs/RomneyRenovation/

Courses and Rubrics

HOSP, mentioned in the proposal, appears to be a new rubric for the MUS system.

Given the recent common course-numbering move system-wide, shouldn't we consider using existing rubrics?

University of Montana appears to use PTRM, University of Western Montana uses HTR, and MSU-Billings uses HHP.

Aligning our rubrics with those already in existence increases accessibility and transferability (Several MUS BOR policies and documents emphasize our charge to facilitate transferability).
Curriculum

Limited flexibility throughout all four curricula for free electives or substitutions.

All exceed the 120 credit threshold, a BOR policy: http://mus.edu/borpol/bor300/301-11.pdf

Approval will require a special case to be made to the BOR.

Do we have enough information about the absolute necessity of every single credit in the proposal as presented to recommend such an exemption?

Courses of unknown content – we are being asked to approve an outline of courses as required and essential without knowing much at all about the content of the courses.

Are we undercutting the independence of the Curriculum & Programs Committee? The key aspect is determining which courses should be upper vs. lower division.
Feed back from other campuses

Detailed reaction from other campuses offering similar programs is conspicuously missing from the proposal.

More evidence (not silence) is necessary before taking proposal to BOR.

Gallatin College - involvement and tuition.

Gallatin College will teach certain courses.

It is also clear in GC policy that MSU students taking their courses (when permitted) pay **MSU tuition levels**: [http://gallatin.montana.edu/apply/faqs-msu.php#classes](http://gallatin.montana.edu/apply/faqs-msu.php#classes)

In other words, **MSU student will pay approximately double what a fulltime GC student pays for the exact same course.**

- Is this fair and equitable?
- Who is going to explain this to students?
- What justification for this is plausible?

Finally, the Gallatin College tuition, being approximately one-half the amount of full-time MSU tuition, is **not adjusted for in the revenue estimates.**
Was the option below ever considered…

**Start with Four Associate Degree programs based on the workforce development model**

Existing admin structure (no new school)
Lower initial faculty salary cost

We could give it a few years, if successful and consistent with MSU direction, add on the “management” portion by creating a BA/BS

Situate new 4-year degree(s) in one college to save admin costs.

Helpful to “instructional costs” aspect of Prioritization document and BOR guidelines.