

## **CHAPTER III**

### **CRITERION TWO: INSTITUTIONAL ORGANIZATION**

Criterion 2. The institution has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

Moorhead State University is one of seven state universities in Minnesota, and one of 37 campuses in the Minnesota State Colleges and Universities (MnSCU) system. This chapter describes the organizational structures of MnSCU and one of its predecessors, the Minnesota State University System (MSUS), as well as the MSU faculty and staff governance structures. This chapter provides profiles of the faculty and staff employed by MSU and of the students who attend MSU, and describes the academic and support services available to students and faculty. The chapter concludes with overviews of Moorhead State University's physical and financial resources, including development activities.

#### **External Organizational Structure**

A major restructuring of higher education in Minnesota took place July 1, 1995, when three formerly independent college and university systems--state universities, community colleges, and technical colleges--were merged to form the Minnesota State Colleges and Universities (MnSCU).

The MnSCU Board of Trustees consists of 15 members appointed by the Governor. Each congressional district in the state is represented by at least one board member, and three members of the board are students, one representing each of the three former college or university systems. Except for the student trustees, board members serve staggered six-year terms. Officers of the Board include a chair, vice chair, secretary, and treasurer. The chair and vice chair are elected from among the members of the Board, while the secretary and treasurer may or may not be members of the Board. Meetings of the Board are held regularly and are open to the public, except when discussing disciplinary matters or labor negotiations strategy (Minnesota State Colleges and Universities Policies, Chapter 1A.1 "Governing Board Operating Procedures," see GD-41). The current board members and officers are listed in Appendix D.

The chief executive officer of MnSCU is its Chancellor, Dr. Judith Eaton, who has "full executive responsibility for higher education leadership and effective management and operation of Minnesota State Colleges and Universities, according to board policies and state and federal laws" (Minnesota State Colleges and Universities Policies, Chapter 1A.3.Part 2. Subpart A). The Chancellor is aided by a system office staff.

Each MnSCU campus is headed by a president selected by the Board (with input from the local campus) and reporting to the Chancellor. Presidents are chief executive officers of their

campuses and are "held accountable for leading the college or university faculty, staff and students in developing college or university mission, consistent with board mission and goals, and shall lead the college or university in accomplishing that mission" (Minnesota State Colleges and Universities Policies, Chapter 1A.3.Part 2. Subpart B.).

Each campus president may appoint a local council to advise the president as he or she desires. The President of Moorhead State has named 27 people to an Advisory Board (see Appendix D) which meets approximately once each semester.

### **Internal Organizational Structure**

President Roland Barden is the chief executive officer of Moorhead State University. As such, he is responsible for all of the institution's activities and for overall management of the institution's resources. The University is organized into three primary units--Academic Affairs, Student Affairs, and Administrative Affairs--each headed by a vice president. (Organization charts are provided in Appendix E.) The Affirmative Action Officer and the Executive Vice President for the Foundation and Alumni Association report directly to the President.

Vice President for Academic Affairs, Dr. Bette Midgarden, is the chief academic officer and, as such, is responsible for all academic programs and academic resources. She supervises the academic deans, the Associate Academic Vice President, and the directors of Academic Support Programs and International Programs. Vice President Midgarden has primary responsibility for administration of the Inter Faculty Organization (IFO) Agreement and serves as Equal Opportunity Officer for the University. The Associate Vice President for Academic Affairs, Dr. Elizabeth Danielson, supervises the Records Office and the Institutional Research Office.

There are five academic divisions within the University, each headed by a dean. Four of the five divisions are comprised of academic departments.

The Dean of Arts and Humanities is Dr. Virginia Klenk. The Division is comprised of the following departments: Art, English, History, Humanities and Multicultural Studies, Languages, Music, Philosophy, and Speech Communication and Theatre Arts. Dean Klenk also supervises the Performing Arts Series.

The Dean of Social and Natural Sciences is Dr. Judith Strong. The Division is comprised of the departments of Biology, Chemistry, Computer Science and Computer Information Systems, Geography-Geology, Mathematics, Physics and Astronomy, Political Science, Psychology, Sociology and Anthropology, and Speech/Language/Hearing Sciences. Dean Strong is responsible for university assessment and, along with Dean Klenk, for the Liberal Studies program.

Dr. Carol Dobitz currently serves as Interim Dean of Business and Industry. The departments of Accounting, Business Administration, Economics, Mass Communications, and Technology are in the Division. The Dean also supervises the Small Business Development Center.

The Dean of Education and Human Services is Dr. Paul Shaker. The departments of Counseling, Educational Leadership, and Field Experiences; Elementary and Early Childhood Education; Health and Physical Education; Multidisciplinary Studies (New Center); Nursing; Social Work; and Special Education are in the Division. Dean Shaker has overall responsibility for teacher licensure at all levels and is responsible for overseeing the Regional Science Center, planetarium, and campus preschool.

Dr. Lawrence Reed is Dean of the Division of Academic Services, which has no academic departments. Dean Reed is responsible for Admissions, Continuing Studies, Graduate Studies, the Library, Audio-Visual and Television Services, and Interactive Television. Management of summer school and of cooperative agreements with other MnSCU partners are also the responsibility of Dean Reed.

The Vice President for Administrative Affairs, Dr. David Crockett, is the chief financial officer of the University. He has supervisory responsibility for financial services, personnel services, facilities management, campus planning, publications, campus bookstore, and computer services. Vice President Crockett also administers the American Federation of State, County, and Municipal Employees (AFSCME) contract. He is aided by Associate Vice President Otis Anderson who is responsible for facilities planning.

Vice President for Student Affairs, Dr. Steven Butler, supervises the following offices and programs: Career and Placement Services, Counseling and Personal Growth Center, Health Services, Housing and Security, Intercollegiate Athletics, Scholarship and Financial Aid, Student Development (including Disability Services, Minority Student Services, Orientation, Judicial Affairs, Service Learning, and International Students), Student Union, Food Service, and student organizations and activities.

Management decisions are made by the President with the advice of the Cabinet; input from the Academic Affairs Council is utilized as needed. The three vice presidents, two associate vice presidents, and comptroller advise the president as members of his Cabinet. The Academic Affairs Council, chaired by the Academic Vice President, includes the deans and the Associate Academic Vice President.

### **Shared Governance at Moorhead State**

Minnesota has a long history as an organized labor state. In keeping with that tradition, MSU has had formal unionized structures, which assure shared governance, for many years. Employees are organized into one of six bargaining units, the largest of which are the Inter Faculty Organization (IFO), which represents the teaching faculty, counselors, and librarians;

the Minnesota State University Association of Administrative and Service Faculty (MSUAASF), which represents most of the professional staff; and the American Federation of State, County, and Municipal Employees (AFSCME), which represents the classified staff. The other units (described later in the chapter) represent supervisory personnel and other professionals. The state of Minnesota has determined which positions belong in which bargaining units. (All negotiated contracts are available to the Review Panel in the Personnel Office. The IFO, MSUAASF, and AFSCME contracts are in the Resource Room as GD-66, GD-88, and GD-89, respectively.)

While each negotiated agreement has its own procedures and constraints, the basic processes of shared governance are similar across bargaining units. The processes articulated in the faculty contract are described in some detail and serve to illustrate the principles of shared governance at MSU. Descriptions of the other bargaining units follow and are more brief. The intent is not to suggest that one unit is more important than any other but rather to provide an example while keeping the self-study to a manageable length.

### **Inter Faculty Organization/MSU Faculty Association**

The MSU Faculty Association is affiliated with the Inter Faculty Organization (IFO) which is the recognized exclusive representative in collective bargaining for the faculties of the seven state universities in Minnesota as well as the Minnesota State University campus in Akita, Japan. The local Faculty Association (FA) represents the faculty at the campus level and works with the IFO to represent the faculty at the system and state levels.

Agreements are negotiated every two years at the system level by a team representing the administration and a team representing the faculty. When agreement is reached, voted on by the faculty, endorsed by the Board of Trustees, and approved by the legislature (or legislative commission), each university's administration and faculty must see that the agreement is implemented on the campus. The collective bargaining law has included the faculty for 20 years, and over the years, the negotiation process has resulted in a document with which both the faculty and administration can work with some confidence and comfort.

All Moorhead State faculty who teach more than three semester hours are eligible to join the Faculty Association/Inter Faculty Organization (FA/IFO) by enrolling and paying dues. Approximately 90% of the MSU faculty are members of the Faculty Association. Those who choose not to join pay "fair share" dues equal to 85% of the membership dues and are also represented by the FA/IFO. Association members elect officers and form committees to perform the responsibilities outlined in the negotiated agreement.

Shared Governance Process. Faculty participation in university governance flows through two channels both of which end at the President's office: the administrative channel and the Faculty Association channel. The administrative channel typically functions when a faculty member or group in the department provides input to the department as a whole. The department chair carries forward a recommendation on a curricular, personnel, or policy

matter to the dean. Personnel recommendations go from the dean to the vice president and then to the President for final action. Curricular or academic policy recommendations go from the dean to the appropriate committees, which make recommendations to the President. (This process is described in more detail later in this chapter.)

The second faculty governance channel is provided by the Faculty Association through the Meet and Confer process. Faculty input may come through the Faculty Association's elected officers or from individual faculty members who are provided an opportunity at Meet and Confer to speak directly to the issue. After that, the President makes a final decision. Items that involve terms and conditions of employment must go to Meet and Confer; these include items such as budget decisions, changes in curricula (such as creation of a new major or modification of the liberal studies requirements), grading policies, university structure, calendars, or the use of part-time or adjunct faculty.

Grievances are processed by the Faculty Association, but do not go to Meet and Confer. The grievance process is described in the IFO Agreement in Article 28.

Committee Structures. A great deal of the work of the University is accomplished through committees. Nearly all committees include faculty members, representatives from other bargaining units, and students. The Faculty Association committees are described below. (Committee information is in GD-90.)

Executive Council: The Faculty Association Executive Council is elected by the faculty and includes two representatives from each division, the faculty president, vice president, treasurer, secretary, and negotiator. The grievance chair becomes a member of the Executive Council when elected by the FA's Grievance Committee.

Academic Policy Advisory Committee (APAC): APAC advises the President on academic matters, including approval of curricula, courses, and academic policies. Representatives are elected by the faculty from each division of the University; one of the elected faculty from each division is also a member of the Faculty Association Executive Council. Through the 1995-96 academic year, two faculty were elected from each of four divisions. Representation changed in 1996 to a proportional formula. In addition to the faculty, one representative to APAC is appointed from the MSUAASF bargaining unit; there are two student members, as well. The Academic Vice President chairs the committee; the deans and Associate Academic Vice President are ex-officio members of the committee.

Strategic Planning Committee and Strategic Budgeting Committee: These two committees, which functioned first as task forces and then as temporary committees, became regular committees in 1996. Both are university-wide committees with members elected by bargaining units or appointed by the administration; appointments are for staggered three-year terms. The committees report directly to the President. Strategic Planning is headed by the Vice President for Academic Affairs, and Strategic Budgeting is chaired by the Administrative Affairs Vice President.

University Committees: The administration and faculty have mutually agreed to the establishment and charge of a number of additional committees which carry on the work of the University. Faculty members are appointed to these committees by the FA from its membership after conferring with the administration. Because these committees deal with the terms and conditions of employment at the University, the FA only appoints faculty who are members of the IFO to university committees. There are over 30 university committees (see GD-90).

Program Committees: Eight committees are responsible for overseeing specific academic programs. Members of these committees are appointed by the President after conferring with the FA. Many of the members of these committees hold their positions on the committee by virtue of their role in the University, e.g., the Director of the Master of Business Administration Program is a member of the MBA program committee.

The President of the University has the authority to appoint other members to committees if they have special expertise needed by the committee. These need not be members of the Faculty Association. Any recommendation or report from a committee can be taken to Meet and Confer by the faculty or the administration.

Departmental Committees: Departments frequently form committees from their own members to carry on the business of the department. Members of departmental committees do not need to be members of the FA/IFO. These committees forward their input through the administrative channel of faculty governance.

Student Affairs Committees: Faculty members also serve on student affairs committees when requested to do so by the students or student affairs staff. These requests are normally referred to the Faculty Association, which responds with faculty names.

### **Minnesota State University Association of Administrative and Service Faculty**

The local association of the Minnesota State University Association of Administrative and Service Faculty (MSUAASF) represents professional staff, who are employed in all of the University's divisions. MSUAASF represents the professional employees of the Admissions Office, Scholarship and Financial Aids Office, Records Office, Student Development Office, and Residence Halls; the teachers in the campus preschool; and others. MSUAASF, affiliated with Minnesota Teamsters Local 320, negotiates a statewide contract every two years (GD-88).

Like the FA/IFO, MSUAASF is led by an Executive Committee and participates in the governance of the University via Meet and Confer, which is a contractually-designated opportunity for the Association to discuss local issues of mutual concern or interest with the administration of the University. Issues may include curriculum, admission and graduation policies, staffing, facilities, and long-range planning. Members of MSUAASF also serve on

university committees. They are recommended by the Association's Executive Board to the President.

### **American Federation of State, County, and Municipal Employees**

The American Federation of State, County, and Municipal Employees (AFSCME) represents four classifications of MSU employees: maintenance, building services (custodial), clerical, and technical. The collective bargaining unit for these employees is Local 602 of bargaining unit 206 of Council 6 of AFSCME, an affiliate of the AFL-CIO. The contract with the state of Minnesota is negotiated bi-annually (GD-89).

The local unit elects an executive board (E-Board) which consists of a president, vice president, secretary, treasurer, chief steward and three members-at-large. These people serve as shop stewards along with approximately 17 other members.

There is a grievance process prescribed by the contract (GD-89). The E-Board, along with its business agent, meets regularly with the administration for Meet and Confer sessions. The administration is typically represented by the Personnel Director and Vice President for Administrative Affairs. Others from both sides may be present if needed to address items on the agenda.

Council on Staff Affairs. The Council on Staff Affairs consists of 12 classified staff members and the Vice President for Administrative Affairs (ex officio). Members are appointed by the President and serve two-year terms. The council organizes major fundraising activities for staff scholarships; meets monthly to discuss items, issues, and events of concern to the staff; promotes understanding between the staff and faculty, students, and the community; sponsors, organizes, and conducts staff service and recreational activities; and serves as a liaison between the staff and the administration.

### **Middle Management Association**

Middle managers have supervisory responsibilities and are primarily assigned within MSU's Administrative Affairs Division. The elected representatives of the Middle Management Association of Minnesota negotiate an agreement every two years. The Middle Management Association's (MMA) Labor/Management Committee promotes and fosters a problem-solving climate rather than an adversarial one between middle managers and the administration. Middle managers serve on several university committees.

### **Minnesota Association of Professional Employees**

MSU's personnel complement includes 15 members of the Minnesota Association of Professional Employees (MAPE). The members include computer programmers, computer analysts, laboratory service specialists, information officers, medical technologists, and accounting officers. MAPE employees provide technical support to academic, administrative, public relations, and student service areas. MAPE members also serve on several university committees.



**Minnesota Nurses Association**

Four MSU employees, all assigned to Hendrix Health Center, are members of the Minnesota Nurses Association (MNA). Their contracts are negotiated every two years by members of their state executive board.

**Non-Represented Employees**

Two groups of MSU employees are not members of bargaining units. These are the excluded managers and confidential unit employees. Excluded managers are the president, vice presidents, associate vice presidents, deans, comptroller, affirmative action officer, and personnel director. They are governed by policies developed by MnSCU. Those excluded managers who had attained tenure as MSU faculty retain that tenure; otherwise, excluded managers may not be given tenured appointments. MnSCU policies provide for three months termination notice for deans and vice presidents and six months notice for campus presidents. Top salaries for state officers are restricted by law from meeting or exceeding that of the governor of Minnesota. This is often a problem in hiring top executives at the campus and system level.

The confidential unit includes non-managerial, non-represented employees who fall under the guidelines of the Minnesota Commissioner of Employer Relations Plan. They include personnel aides, office service supervisors, administrative secretaries, and executive secretaries. Neither confidential unit employees nor excluded managers are permitted to strike and, in fact, have responsibilities to the institution in the event of a strike by one or more of the bargaining units.

**Student Government: Student Senate**

The MSU Student Senate is the officially recognized student government of Moorhead State University (GD-91). It represents students and student concerns before the Moorhead State faculty and administration, the Minnesota State Colleges and Universities, the Minnesota state legislature, and our Congressional delegates in Washington, D.C. The Vice President for Student Affairs is the official advisor and attends Senate meetings, and the administration is invited to periodic Meet and Discuss sessions with the Senate.

The Student Senate serves as a resource by (1) researching student issues, (2) keeping students informed about issues that affect them, (3) providing guidance and support to students who need assistance with their problems, (4) encouraging student involvement in decision-making processes, (5) protecting students' rights, (6) initiating discussion on issues that affect students and asking questions of the University and community leaders; and (7) informing students of opportunities for leadership.

Membership. During the spring 1996 Student Senate election, proposed changes to the student constitution were approved, significantly changing the composition of Student Senate

and the way in which senators are elected. Under the old system, the student senators were all elected at-large, half in the fall and half in the spring. The new system is proportional with senators elected to represent either a geographic district (off-campus or residence hall) or an academic division. Geographic district representatives are elected at the end of fall semester, and academic division representatives are elected at the end of spring term. In addition to these 22 senators, a president, vice president, and treasurer are elected on an at-large basis at the end of spring semester. Each senator has one vote in Student Senate meetings, except for the president, who runs the meetings and can only vote in the event of a tie.

The elected officers assume duty on the day after the end of spring semester. The senators begin their terms on the first day following the end of the semester in which they were elected. To be eligible for election, a candidate for senator must be enrolled as a student in good standing at Moorhead State University. Officers must be full-time students, have at least sophomore standing, and have a 2.5 cumulative GPA. The secretary is hired by the president and is not a member of the Senate.

Committees. Student Senate committees handle much of the day-to-day work of the Senate, processing information received from students and other sources and initiating action on the students' behalf. Standing committees are defined in the Student Constitution. They are: Academic Affairs/Student Services, Cultural Diversity, Environmental, Finance, Legislative/Internal Affairs, Public Relations, Student Election Board, and Executive Board. In addition to these senate committees, there are other student committees for areas such as the student union, residence halls, and bookstore.

## **Human Resources**

### **Faculty**

Faculty provide the primary services for the institution by teaching, advising, conducting research, and providing service to the University and to the community. Thus, the selection of excellent faculty is vital to the well-being of the institution. Hiring processes, as well as the retention, tenure, and promotion processes, are structured to ensure that individual faculty members have both appropriate preparation and valid educational credentials. (See "Recruitment Hiring and Manual" [GD-92] and the IFO Agreement Article 21.)

There were 279 full-time and 57 part-time teaching faculty members employed at Moorhead State University in 1995-96; in addition, there were eight non-teaching librarians and five non-teaching counselors included in the IFO bargaining unit. The number of full-time faculty is down from the 364 who were employed in 1990, and the 1996-97 number is smaller than the number employed during 1995-96. Seventy percent of the full-time faculty members and 26% of the part-time faculty members have earned terminal degrees. Moorhead State University also employs adjunct faculty members. Altogether, adjunct faculty taught a load equivalent to 4.7 full-time-equivalent faculty members in fall semester, 1995.

MSU has a combination of beginning and experienced faculty, reflected in the distribution of full-time faculty across academic ranks: 41% are full professors, 23% are associate professors, 30% are assistant professors, and 5% are instructors. At the time of initial employment, faculty without terminal degrees are assigned the rank of instructor (IFO Agreement, Article 21, section D). However, upon being granted tenure, an instructor must be promoted to the rank of Assistant Professor (IFO Agreement, Article 25, section C, Subd. 9).

Since the mean age for faculty is 48 and 23% of the faculty are age 55 or older, the University will need to replace a growing number of retiring faculty members in the near future. Of those faculty currently in the assistant, associate, and professor ranks, 74% have earned tenure, 14% are probationary (tenure-track), and 11% are on fixed-term (temporary) contracts.

The number of women faculty members has increased slightly in recent years, from 35% of the total in 1990 to 38% in 1995. Just under 12% of the full- and part-time faculty are members of ethnic minority groups. Table 2 provides information about the gender distribution across faculty rank, tenure status, and minority group membership.

**Table 2**  
**Faculty Profile for Fall 1995**

Faculty Status	Number of Full-Time Employees in Each Category		
	Men (N=186)	Women (N=93)	Total (N=279)
Professor	96	20	116
Associate	41	23	64
Assistant	44	41	85
Instructor	5	9	14
Tenured	154	62	216
Probationary	22	20	42
Fixed term	10	11	21
Ethnic Minorities	24	6	30

Sources: IPEDS and the State Colleges and Universities Personnel and Payroll System (SCUPPS)

The 1995 average base faculty salary for men was \$48,627, while the average for women teaching at MSU was \$40,288. Over the past five years, the average salary for men has increased 16% while the average salary for women increased 12%. The average faculty base salaries by rank and gender for 1995 are shown in Table 3.

**Table 3**  
**Mean Salaries by Rank and Gender**  
**(1995-96)**

<b>Rank</b>	<b>Men</b>	<b>Women</b>	<b>Average for Public 4-Year Institutions*</b>
Professor	\$55,703	\$50,312	\$59,451
Associate	43,903	43,327	46,696
Assistant	37,778	36,115	38,681
Instructor	26,079	25,785	- -

\*Source: Almanac of the Chronicle of Higher Education, U.S. Department of Education, 1994-95.

**Search Process.** Search processes are outlined in MSU's "Recruitment and Hiring Manual" (GD-92), which provides guidelines for composition of the search committee, advertising, interviewing, and making a recommendation for hiring. MSU's affirmative action program requires that a proactive effort be made to recruit and hire qualified people who are members of protected classes. These protected classes include women, minorities (black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander), and individuals with disabilities. Moorhead State University's commitment to hiring a diverse faculty is evidenced by recent hiring practices. Of the 18 faculty hired for fall 1995, 14 were from protected classes.

**Professional Development.** The IFO contract stipulates that professional improvement funds for faculty members be available to support improving professional competence. All faculty (except for adjunct) are eligible to receive these funds at a rate negotiated in the IFO contract (Article 19). The annual rate per year per faculty member is \$850 for FY96 and \$900 for FY97. In addition, faculty may request an educational leave of absence to work toward certification or an advanced degree.

Faculty who have completed at least seven years of service are eligible to apply for a sabbatical leave. The University is not required to grant a sabbatical request until 10 years of service have been completed. A sabbatical of one semester is granted at full salary, while a full-year is paid at 67% to 90% of the base salary, depending upon the number of prior full-year sabbatical leaves taken (IFO Agreement, Article 19, section C).

In 1993, MSU established a Faculty Development Center in a renovated house across the street from campus. The purpose of the Center is to promote faculty development. The Center was funded in part by a systemwide Bush grant and sponsors workshops which focus on teaching, classroom assessment techniques, advising, ethics, critical thinking, and cultural diversity. The Center also serves as a discussion and meeting center for faculty.

**Retention, Promotion, and Tenure Decisions.** The negotiated agreement requires that each faculty member (with the exception of adjunct faculty and fixed-term faculty with less than

.75 appointments) prepares a Professional Development Plan (PDP). This plan must specify objectives, methods, and expected achievements in each of five areas: effective teaching and/or effective performance in other assignments, scholarly or creative activity or research, continuing preparation and study, contributions to student growth and development, and service to the university and community. The PDP should include a process for student assessment of teaching (IFO Agreement, Article 22 and Appendix G).

The PDP is prepared in consultation with the department and the appropriate dean and forms the basis of evaluation. Favorable decisions for retention and tenure are based in part on the faculty member's achieving the objectives of the PDP annually. After tenure is granted, faculty evaluation must take place at least once every four years. Tenured full professors must still submit a report to the dean every two years; tenured faculty below the rank of professor must submit a progress report annually. Evaluation is required in the year that a faculty member seeks promotion.

The process for tenure, promotion, and non-renewal is articulated in Article 25 of the IFO Agreement. The process begins with the individual, who must prepare the necessary reports and compile supporting documents. The faculty member's department makes a recommendation, as does the department chairperson. Faculty member's materials and department and chairperson recommendations are forwarded to the dean, who may choose to (and usually does) conduct an independent evaluation of the faculty member. The dean forwards a recommendation to the appropriate vice president who then forwards a recommendation to the President. The President makes the final decision on renewal, tenure, and promotion.

### **Professional Staff**

Moorhead State University employs 63 professional staff who are represented by the MSUAASF bargaining unit. Of those, 86% are full-time and 14% are part-time employees. There are more women (38) than men (25), and 6% are ethnic minorities.

Professional staff are eligible for many of the same (or similar) benefits as faculty members. They can apply for educational leave and sabbatical leave. Each MSUAASF member has contractual rights to professional development funds and may apply for additional professional improvement funds. Approximately half of the members of the MSUAASF unit hold advanced degrees; most of these are master's degrees, but one has a specialist degree, and two MSUAASF members hold doctoral degrees.

### **Classified Staff**

The administration and faculty are supported by a staff of 228 classified employees including 106 clerical workers, 32 professional staff, 22 technicians, and 68 service workers and crafts people. The AFSCME, MAPE, MMA, or MNA bargaining units represent most classified staff; the remainder are under the "confidential" classification. Approximately two-thirds of

the classified staff are female, and most (87%) are full-time employees. Gender, employment status, and ethnic composition are reported in Table 4.

**Table 4**  
**Gender and Ethnic Make-up of Staff, 1995-96**  
**(Classified and Confidential)**

<b>Employment Status</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Full-time	80	132	212
Part-time	3	28	31
Ethnic Minorities	2	4	6

Source: IPEDS Fall Staff Survey

Most classified employees supervise student workers through the university's work study and regular fund programs. Student workers are employed in academic and administrative departments and in the library, student union, housing, health center, grounds, theatre, art gallery, motor pool, and athletic programs.

While many of the classified staff have college degrees, the exact number is not known, as the personnel system does not always record highest degree earned for classified staff. Some have received degrees from MSU, and others are in the process of obtaining them. This is accomplished in most cases by taking evening and/or Saturday classes and perhaps one daytime course per semester. MSU staff, or their dependents, receive tuition waivers in keeping with specific terms contained in the various negotiated contracts.

### **Students**

Moorhead State University served 6,113 undergraduate and 387 graduate students during the 1995 fall semester. Sixty-one percent of the students were female, 39% were male. Almost 96% of the 1995 new entering freshmen graduated from high school in the 1994-95 school year. Eighty percent of the undergraduates were under the age of 25, while 86% of graduate students were over 25. Approximately 84% of the undergraduates are full-time students (enrolled for at least 12 credits per term), while only 8% of the graduate students were enrolled full time (8 credits per term). (GD-13 and GD-57 contain various reports on our students.)

Despite efforts to increase diversity on campus, our student mix still reflects the homogeneity of our service area. At least 91% of our students are white (3% did not report their ethnic origin in the most recent survey). Approximately 4% of MSU students are members of American minority groups; an additional 1.4% are international students (see Table 5).

**Table 5**  
**Ethnic Origin of MSU Students**  
**Fall 1995**

<b>Ethnic Origin</b>	<b>Number of Students</b>	<b>Percent in Category</b>
American Indian	76	1.2
Asian American	76	1.2
Black	41	0.6
Hispanic	79	1.2
White	5,937	91.3
International	94	1.4
Origin Unknown	197	3.0
<b>TOTAL</b>	<b>6,500</b>	<b>100.0</b>

Source: System Research Data File (Race)

Admission Standards. Admission standards, as established by the former Minnesota State University System, require that incoming freshmen rank in the top half of their high school graduating class or earn a composite score of at least 21 on the enhanced ACT test. There is a common misunderstanding on campus that we require both standards to be met. In fact, of the 942 freshmen who first entered MSU in fall 1995 and for whom both high school rank and ACT scores were available, only 47% met both the high school rank and ACT composite score criteria; 24% ranked in the top half of their high school classes but had less than a 21 on the ACT, and 12% met the ACT cut score but not the high school rank criterion. (The remaining 162 students, who met neither criteria, entered through the New Center, which is described in the next paragraph, or were admitted on appeal.) The mean ACT composite score for the regularly-admitted incoming freshman class of 1995 was 22.3. (When New Center students were included in the calculations, the average composite ACT was 21.6.)

Alternative admission is available for students who do not meet the admission standards. They can apply for admission through the New Center for Multidisciplinary Studies. Several criteria—including answers to a set of open-ended questions, recommendations, demonstrated talents, test scores, and high school rank—are considered. A maximum of 250 students a year are admitted through this alternative. The New Center student body tends to have a larger proportion of non-traditional and minority students than the student body of the University in general. Students typically transfer to their major departments after completing two or three semesters of liberal studies and elective courses in the New Center.

As part of the Q-7 initiatives (see Chapter I), the State University System Board established high school preparation standards for students enrolling in state universities in the fall of 1994 or later. The preparation standards require four years of high school English, three years each of math, science, and social studies (including one year of U.S. history and one year of geography), electives in world culture and the arts, and (beginning in 1996) two years of one world language.

New Entering Students. A large proportion of Moorhead State's students enter as transfers from another institution. Of the 1713 new entering students for the 1995 fall semester, 619 (36%) were transfer students. Our largest sources of transfer students are North Dakota State University and the following two-year campuses: Fergus Falls (MN) Community College, North Dakota State College of Science, and Bismarck (ND) State College.

Students choose to attend Moorhead State University for a variety of reasons. According to the 1995 incoming student survey, transfer students select MSU because we offer the courses and the majors that they want and because of our strong academic reputation. Freshmen cite availability of courses and majors as the main reasons they choose to attend MSU, with size of the institution as the second most frequently cited reason.

Enrollment Trends. Enrollment increased steadily each fall from 1983 to 1990 when MSU enrolled its largest student body (9,194 students). Enrollment declined between 7% and 11% each year between 1991 and 1995, resulting in lower than desired enrollment levels in recent years. Early term figures suggest that fall enrollment from 1995 to 1996 declined less than 2%, suggesting that we may have slowed the decline. Table 6 shows the enrollment history from 1990 to 1995.

**Table 6**  
**Enrollment and Graduation Numbers 1990 to 1995**

<b>Year</b>	<b>Headcount Enrollment</b>	<b>Full-time Equivalent Enrollment</b>	<b>Bachelor's Graduates</b>	<b>Graduate Degrees</b>
1990-91	9,194	7,663	1,369	101
1991-92	8,933	7,702	1,383	109
1992-93	8,308	7,430	1,445	94
1993-94	7,557	6,909	1,452	92
1994-95	7,025	6,402	1,415	95
1995-96	6,500	5,618	1,074	90

While MSU had difficulty efficiently serving over 9,000 students, we are currently under our optimal size. The larger-than-average graduating classes from 1992 through 1995 led to disproportionate numbers of students leaving compared to the number entering. Our goal is to stabilize at a target size of about 7,500 students within the next five years.

We have identified several reasons for the decline in student numbers. The first is related to our geographic location and our mix of Minnesota and North Dakota students. In 1990, 60% of MSU's students listed Minnesota as their state of residence, while 31% were North Dakota residents. Almost 40% of new transfer students were North Dakota residents. In fall 1991, the states of Minnesota and North Dakota agreed to impose a 25% surcharge on tuition rates for North Dakota students enrolled at Minnesota institutions. By fall 1995, North Dakota



student enrollment had declined to 25% of total enrollment at MSU. The tuition surcharge was reduced to 15% in the fall of 1995, and was eliminated for fall 1996.

A second factor which has contributed to fewer total students is a declining freshman-to-sophomore retention rate. Of the new entering freshmen in fall 1989, 71% re-enrolled at MSU in the fall of 1990. However, the retention rate for 1994 new entering freshmen dropped to 62%. Third, data from the Minnesota Higher Education Services Office (HSEO) report that in Minnesota the percent of high school graduates interested in college business programs dropped from 23% to 14% between 1990 and 1996. Given the size of our business programs, we lost 9% of potential market share.

The number of students who enroll relative to the number who apply is a fourth concern. The yield of applicants who actually enroll at MSU declined from 71% in 1985 to 53% in 1995. Finally, as expected, the conversion to the semester system reduced the average student credit load, from 14.4 in fall 1994 to 13.9 in fall 1995. This is equivalent to a decrease of 170 FTE students. Many students may have been unwilling to enroll for five semester courses, when they had enrolled for only four classes per term in the quarter system.

## **Services to Students**

A number of academic, financial, and other support services are provided to students. Like most other universities, MSU has an Admissions Office, Business Office, Career and Placement Office, Records Office, and many others. This section of the self-study describes some of the services that are provided to students while they attend MSU. It provides sample information rather than an exhaustive list.

### **Student Support Services**

The Office of Scholarship and Student Financial Aid. The office ensures that financial resources are available for students who are seeking an education at Moorhead State. The office administers federal and state student assistance programs, provides the necessary link to non-university agencies which disburse aid to students, administers MSU's scholarship program, and disburses non-institutional scholarships to students.

In 1994-95, \$25 million of aid was processed by the Financial Aid Office; \$15 million of that was in the form of student loans. Most recent default rates for MSU's Perkins and Stafford Loans were 3.1% and 3.8%, respectively. In addition, \$426,548 scholarship dollars were awarded from University and Foundation funds, and Alliss and Cupler grants awarded an additional \$81,575 in scholarships to MSU students. Sixty percent of enrolled students in AY95-96 received some type of aid.

Comstock Memorial Union. The Comstock Memorial Union (CMU) is the community center of the university and offers a wide variety of services, including recreational facilities, outdoor equipment rental, copy center, convenience store, non-alcoholic club and dance area,

food services, meeting rooms, lounges, vending machines, and a multi-purpose ballroom. A number of student development and student organization offices are located in the CMU.

Counseling and Personal Growth Center. The Center for Counseling and Personal Growth provides the following programs and services: (a) individual and group counseling, (b) consulting, (c) personal development courses, (d) career resource center, (e) psychological and educational testing, (f) career exploration, (g) study skills assistance, (h) tutoring services, (i) academic performance enhancement, (j) psychiatric referrals, and (k) exit interviews. In recent years, the Counseling Center has increased support services for students who are subject to academic suspension, for students in "high risk" liberal studies classes (those with a high percentage of student failure), and students in women's studies classes. These varied interventions have provided students an opportunity to develop new academic skills, critical thinking skills, and emotional integration skills. The outcome of these programs is an 80% retention rate for those students who are subject to suspension and who participate in a study skills course, and an average increase of .4 grade points for those participating in supplemental instruction programs.

Department of Housing and Security. This department is responsible for on-campus housing and dining services (a contracted service), campus security, and computerized testing. There are nine residence halls on campus, housing approximately 1600 students. Residents are held responsible for their own actions and decisions and are supported through educational, cultural, recreational, and social programs; participation in hall government; and conflict mediation, crisis intervention, and referral processes.

The Night Watch Program provides campus security. Night Watch staff members are Moorhead State University students; they are not sworn officers. Their primary function is crime-prevention awareness. They maintain a 24-hour dispatch monitoring center, patrol the campus and buildings during the night, and provide an escort service.

Student Development. The Student Development Office provides programs and services for minority students, international students, students with disabilities, new freshmen, transfer students, and students in conflict with university policies, rules, and regulations. The Student Development Office is also responsible for coordinating academic service learning and student volunteer opportunities.

Student Organizations. Moorhead State University has over 100 recognized student clubs and organizations. There are cultural organizations for American Indian, African-American, Chinese, Hispanic, Japanese, Pakistani, and Vietnamese students. These clubs provide support for students from the cultural group and strive to improve understanding of the culture. There are approximately 40 clubs which serve majors in departments.

There are also special interest clubs (e.g., Non-Traditional Student Association, Photography Club, and the Science Fiction and Fantasy Club), political clubs, religious organizations, service clubs, sports and recreation clubs, and a few social sororities and fraternities. There

are 10 campus affiliates of national honorary and/or professional societies such as Beta Beta Beta for students in the biological sciences, Psi Chi for psychology majors, and Alpha Lambda Delta which honors academic excellence among first year students. A complete listing of student organizations is provided in the Moorhead State University Student Handbook (GD-25).

Student Health Services/Hendrix Health Center. Hendrix Health Center (HHC) is the on-campus outpatient health care and education facility for students at Moorhead State University. Licensed family practice physicians and a board-certified psychiatrist provide medical care on a part-time basis. The physician service is contracted with local clinics. Four certified nurse practitioners provide health care for students eight hours daily during all academic sessions. Support services include laboratory, pharmacy, x-ray, and clerical and medical records. Hendrix Health Center employs a Coordinator for Student Health Promotion Services and Programs, a Chemical Health Educator, and a Sexual Assault and Dating Violence Counselor. The Coordinator supervises a year-long internship program for approximately 10 students who are responsible for much of the campus health-promotion programming.

Women's Center. The Women's Center was established in 1990. Its purposes are to provide support to women students, to educate the campus about issues important to women, and to house a collection of resources about women and women's issues. The Center offers programming throughout the year, subscribes to feminist periodicals, and has collected a substantial library of novels, reference books, and non-fiction works.

Campus Preschool. A preschool is located on campus and provides programming for the preschool children of students, faculty, staff, and others, if space is available. The preschool employs six teachers and enrolls the full-time equivalent of 70 children each year. Some special needs children are enrolled and provided with needed therapies in cooperation with the Moorhead Public Schools. The facility also serves as a laboratory for early childhood education majors. A public school kindergarten is also a part of the preschool.

### **Academic Support Services**

Write Site. The Write Site is a writing resource center for MSU students, faculty, and staff. Services include assistance with writing, answering of questions regarding writing, and provision of a place for thoughtful writing. Write Site tutors are students who are skilled at writing and who are trained to assist in the basics of idea development, paper organization, basic writing skills, punctuation, and spelling. The Write Site is open 37 hours weekly.

During the 1995-96 academic year, the Write Site provided 940 tutorials (visits) and provided information sheets to 126 walk-in students. During fall semester, 84 professors asked students to visit the Write Site, and during spring semester, 79 professors sent students to the Write Site.

External Studies. Part-time students may enroll in the external studies program. External studies advisors help with the difficulties that sometimes hamper older-than-average students who must attend to their off-campus responsibilities while they go to college. External studies students generally take evening, Saturday, and off-campus classes, plus a few external studies packaged (correspondence) courses and some daytime classes. During 1995-96, 319 students enrolled in external studies courses.

National Student Exchange. Moorhead State University holds membership in the National Student Exchange (NSE), a cooperative relationship among more than 120 colleges and universities in the United States and its territories. Through the NSE, students may spend up to one full year in residence at a participating college as an exchange student. Perhaps the largest single benefit of the NSE is the privilege of paying tuition at the in-state rather than at out-of-state rates. During 1995-96, 27 MSU students enrolled elsewhere, and seven students from other NSE campuses enrolled at MSU.

International Study Opportunities. A variety of opportunities to study abroad exist (GD-69). Student Teaching Abroad makes it possible for education majors to student teach in another country. Most participants are assigned to independent international schools, and some are assigned to public schools where English is the medium of instruction. (Over half of the students who participate in this program are from other universities.)

Moorhead State sponsors interdisciplinary work in the humanities at the Centre for Medieval and Renaissance Studies, Oxford, England. Students may participate for a full academic year or a semester, earning credits which are awarded by Moorhead State and are applicable to selected majors and liberal studies requirements. The Eurospring program allows participants to study in Oxford, England, for five weeks and then tour centers of Western civilization in Europe for three weeks while earning 12 humanities credits.

A one-for-one student exchange with the University of Portsmouth, Portsmouth, England, allows students the opportunity of exchanging with counterparts for one academic year. Portsmouth exchange programs involve approximately 6 to 10 students per year and are available in business and several social sciences. Other exchange opportunities are available through MSU's membership in the International Student Exchange Program (ISEP).

Speech-Language-Hearing Clinic. The Speech-Language-Hearing Clinic exists to provide clinical experience for undergraduate and graduate students seeking degrees in audiology or speech pathology. It provides detailed speech, language, and/or hearing diagnostic evaluations, consultation, and therapy, to students, faculty, and staff members and children and adults from the surrounding communities.

Student Advisor Program. The student advisor program supplements the faculty advising program. About 50 upper-division students, nominated by their major departments, assist students, particularly freshmen, by providing advising during new student registration periods.

Student Advisors work through their departments and also staff a Student Information Center in Flora Frick Hall throughout the year.

Post-Secondary Enrollment Options (PSEO) Program. As a result of Minnesota Legislative action, a Minnesota high school junior or senior may enroll for courses at Moorhead State University as part of the student's full-time high school enrollment and receive both college credit and credit toward high school graduation requirements. PSEO students must meet MSU admission standards and must be advised by their high school counselor and an MSU advisor. During 1995-96, there were 87 PSEO students enrolled in courses at MSU.

## **Academic Support**

### **Library**

Livingston Lord Library, located in the center of campus, is open 94 hours a week, with professional reference help available during most library hours. Seating for 850 is arranged in a variety of study settings. The reference area and the open stacks house 361,752 volumes. The library is a partial depository for federal and state government documents.

The library is a member of the Project for Automated Library Systems (PALS), an electronic network of libraries located in institutions in the Minnesota State Colleges and Universities System (MnSCU), in most of the private colleges and universities in Minnesota, and in a number of state agencies. The computer catalog contains information on all volumes housed within the PALS network. The PALS system also provides a gateway to the catalogs of libraries in North and South Dakota, as well as several major research libraries, including the University of Minnesota.

PALS terminals also provide access to academic and business periodical indices, as well as ERIC, CIJE, government documents, and Books in Print. A library LAN provides access to Psychological Abstracts, Sociological Abstracts, the MLS Bibliography, and several other CD-ROM databases. Mediated searching is available at no cost to faculty; students are charged database fees. Access to the World Wide Web from several library terminals will be possible by the end of spring semester, 1997.

Three inter-library loan services are available at the library. Materials may be requested from the Tri-College University library system, which includes North Dakota State University, Concordia College, MeritCare Hospital, Dakota-Heartland Medical Center, Veteran's Administration Hospital, and the Fargo and Moorhead public libraries. Current subscriptions to 6000 academic, scholarly, and general periodicals are available through the Tri-College system. The Minnesota Interlibrary Telecommunications Exchange Network (MINITEX) makes the collections of the Universities of Minnesota, Wisconsin, and the Dakotas accessible to MSU students and faculty. MSU also cooperates in the national interlibrary loan program. The library provided over 9000 interlibrary loans to students and faculty in 1995-96.

The Curriculum Materials Center, located on the second floor of the library, is used primarily by education students and faculty and area teachers. Sample texts, curriculum guides, the juvenile collection, and educational learning activities comprise the 32,045 items in the Center.

University Archives and the Northwest Minnesota Historical Center. The University Archives, located on the fourth floor of the library, contain MSU's historical papers and records. The Archives collection is open to researchers when classes are in session. The Northwest Minnesota Historical Center, housed in the same area, is an historical research and collection center serving the 12-county area of Northwestern Minnesota.

Audiovisual Center. The Audiovisual Center provides instructional and promotional audio and visual assistance to support the educational mission of MSU. Audio and video recording production and duplication, satellite uplinking for teleconferencing, photographic and graphic services, and equipment maintenance are available through the Center.

Tri-College Film and Video Library. Three thousand films, videos, and laser discs are available through the Tri-College University Film and Video Library. Rental of audiovisual materials from other sources is also available. Each MSU department receives an annual audiovisual rental allocation.

### **Interactive Television**

Interactive television was first used for instructional purposes at MSU in 1988. The Val-Ed network, which linked 14 public schools (K-12) in northwestern Minnesota, was used to transmit courses from a classroom in Lommen Hall to sites in the MSU service area. In 1993 the NETS network was begun; it connects many of the post-secondary institutions in northwestern Minnesota.

Two interactive classrooms are now located in the Center for Business. Classes are transmitted or received on the Val-Ed or NETS networks. A satellite receiving station is available to convey programming to most of the academic buildings on the MSU campus. Additional capacity for transmission of interactive television has facilitated cooperative graduate programs with the University of Minnesota (U of M) and delivery of MSU courses to other campuses in northwestern Minnesota.

### **Computer Services**

The Computer Center serves three major functions: administrative and academic support services to the MSU campus, regional computer support to the northern region of MnSCU, and institutional research support to the central office of MnSCU. Database design, program development, installation of computer equipment, technological assistance, statistical

analyses, and educational sessions about computer use are among the services provided by the center.

Six minicomputers, seven Novell servers, and six Macintosh servers comprise the backbone of the MSU computer system. The minicomputers provide capacity for statistical processing, electronic mail, connection to other mainframe computers in the MnSCU system, and access to the World Wide Web. The servers provide application, file sharing, and printing services to personal computer users.

Thirteen computer laboratories located in seven campus buildings provide student access to 450 computers. Three laboratories are open 24 hours daily; hours vary for the remaining laboratories with most open from 8 a.m. to 10 p.m. Assistants are available during posted hours to answer questions. All computers are connected to printers and are equipped with a variety of software options.

During the 1995-96 academic year, the Computer Center made 20 workshops available to the campus community. Workshop topics varied from introductory sessions on e-mail and Windows to dealing with viruses and using modems. Staff members are available to assist departments, administration, faculty, and graduate students with analyses of statistical data. All students have access to e-mail.

### **Tri-College University**

In 1970 the three institutions of higher education in the Fargo-Moorhead community cooperated to form a legally incorporated consortium known as the Tri-College University (TCU). Legislation enacted in Minnesota and North Dakota permitted course exchange across state lines. The three institutions comprising Tri-College are MSU, North Dakota State University (NDSU), and Concordia College.

Students may enroll in courses at the other colleges in the TCU system without paying any additional tuition or fees. Regular bus service among the three campuses is available, as are reciprocal parking privileges. A comprehensive cooperative arrangement among the libraries gives students and faculty direct access to the resources of all three institutions. Tri-College also sponsors a Center for Environmental Studies. Seminars on varying issues are jointly sponsored annually.

TCU was accredited by NCA in 1977; however, accreditation lapsed voluntarily in 1996. Financial support for TCU is derived from the three institutions, and they have found the cost of maintaining separate accreditation for the consortium to be prohibitive. Prior to the 1996-97 academic year, the master's and educational specialist's degrees in educational administration were awarded through the Tri-College University. While courses continue to be offered cooperatively and degree requirements are jointly determined, degrees are now awarded by MSU and NDSU.

## **The Environment**

### **Buildings and Grounds**

The University is located on a 118-acre contiguous site within a residential section of the city of Moorhead. The land and facilities, which were stretched to support a student population of nearly 9,200 students in the recent past, are well positioned to support the University's strategic enrollment goal of 7,500 students. The estimated value of the university physical facilities is \$184 million, consisting of \$9,000,000 in land, \$10,000,000 in infrastructure, and \$165,000,000 in buildings.

Moorhead State University's physical facilities contain 16 academic buildings which comprise 951,350 gross square feet (GSF) of space. Most academic buildings are located around a landscaped mall. Academic buildings contain classrooms, faculty office space, and the necessary studios or laboratories. Some also have student study spaces and computer labs. University facilities comply with the general requirements of the Americans with Disabilities Act. The most recent addition to the academic facilities is the Center for Business, which was completed and occupied in the summer of 1995. It is equipped with amphitheater-type classrooms, state-of-the-art computer labs, multi-media rooms with the potential for satellite down-links, interactive television rooms, and student study spaces in an open atrium.

Through its Regional Science Center, university facilities also include an interpretive center with the Paul P. Feder Observatory, which houses a 16-inch telescope. The facility was completed in 1992, and is located on a 300-acre prairie site 20 miles to the east, near Glyndon, Minnesota.

Student services and residence hall facilities occupy 625,000 GSF of space. Included are a student union, a food service commons, student health center, and seven residence halls. Residence halls have the capacity to house about 28% of our strategically planned enrollment of 7,500. The balance of the student body (72%) commute from within the metropolitan area or nearby communities.

### **Plant Operations and Support Services Facilities**

The university operations and support service facilities include the Physical Plant Operations building with a full complement of facilities management supervisory offices, building trades and building services shops, a heating plant, and warehouse space. The most recent improvements to the support service facilities were a major updating of the steam generating equipment and campus distribution system and improved emergency electrical generating capacity, completed in 1995.

## **Financial Resources**

### **Revenue**



Moorhead State University is primarily funded by state appropriations and by tuition and fees (GD-34-38). These income sources fund the Maintenance and Equipment (M&E) budget. Auxiliary enterprises--such as the residence halls, health center, and student union--are self-supporting. MSU's annual revenues for fiscal year 1996 (FY96) totaled in excess of \$62 million derived from state appropriation (40.8%), tuition and fees (24.4%), auxiliary enterprises (21.4%), grants (12.2%), and miscellaneous income (1.4%). Capital improvement funds for major building projects are appropriated by the legislature individually and, as such, are not included as revenue; however, debt service is included in M&E expenses. Additional income to support student scholarships and other special projects is generated by donations to the MSU Foundation and Alumni Association.

Tuition rates are set by the MnSCU Board of Trustees. In FY96, undergraduate students who were Minnesota residents paid \$73.60 per semester credit, while Minnesota graduate students paid \$113.40 per credit. Fees were assessed at \$15.75 per credit to a maximum of 12 credits. A Minnesota undergraduate student who registered for a 15-credit load paid \$1293 in tuition and fees for one semester in FY96.

Moorhead State University has received a total of over \$20 million in capital improvement funds since 1990. Approximately \$9 million of this was allocated by the legislature for the purchase and removal of houses in a five-block expansion area west of the campus and for construction of the Center for Business building. The FY97 appropriation of \$1.4 million will allow us to complete the purchase of the homes remaining in this area. Additional appropriations will be required to complete the removal of these structures and pave parking lots.

### **Expenditures**

Over half (56%) of MSU's FY96 expenses were devoted to salaries and wages. The other major category of expenses was general operating (40%), with lesser amounts spent on capital equipment (1.5%) and transfers to MnSCU for repayment of long-term debts and legal obligations (2%).

Approximately \$20.1 million (32% of the total budget) was allocated directly to the costs of instruction in FY96, with an additional \$3.9 million spent in instructional support, libraries, and instructional resources. The second largest expenditure category included the \$18.7 million (30%) expended to support the auxiliary enterprises. Students were supported with \$5.6 million in financial aid, scholarships, and work study expenditures. In FY96, the expenditures by function were as depicted in Figure 1.

### **Budgeting Process**

Maintenance and Equipment (M&E). In past years, the Minnesota State University System (MSUS) provided an anticipated allocation to each campus in the spring prior to the budget

year, which begins July 1. The allocation formula was derived from past student FTE and each campus's projected enrollment for the upcoming fiscal year. The allocation was then adjusted at several points during the year as actual enrollment numbers were available. Thus, while the local campuses always had a general knowledge of the budget parameters, actual allocation amounts were subject to change and, on occasion, required mid-year adjustments to operating budgets.

Thus far, funding under the merged system has not been any more stable. However, MnSCU has impaneled a task force to recommend procedures for allocating resources to campuses, with the new process to be in place by FY98. Meanwhile, the MnSCU Board has promised not to make mid-year changes to FY97 allocations.

Figure 1  
Expenditures for FY96

Expenditures for salaries are under the control of the various negotiated agreements. Since negotiations take place state-wide, they are not subject to local budget processes. Budgets allocated to departmental expenditures such as printing, telephones, and student help have remained relatively constant from year to year. In years when budget reductions were necessary, some across-the-board cuts were made to departmental operating budgets. There have been essentially no increases in departmental budgets in recent years.

The equipment budget is handled separately from the salary and operating budgets. Academic departments submit prioritized equipment requests to deans who prioritize the requests from a divisional perspective. The divisional lists are submitted to the Vice President for Academic Affairs. In the Administrative Affairs and Student Affairs divisions, directors submit prioritized equipment requests to their respective vice presidents. Each vice president compiles a prioritized equipment list. The three vice presidents are then responsible for negotiating equipment allocations among themselves and submitting a compiled list to the President. The proposed equipment budget is discussed at Meet and Confer sessions prior to being finalized by the President.

While most of the equipment budget has been allocated in this way, there have been two departures in recent years. Beginning with FY95, President Barden held back 10-12% of the equipment budget to be distributed through a strategic-budgeting process. The Strategic Planning Committee identified collaborative projects as needing special attention, and the Strategic Budgeting Committee solicited interdepartmental collaborative equipment proposals. In FY95, three projects were funded: (1) software allowing for early financial aid estimates to new applicants was purchased and installed, (2) a major remodeling project which focused on upgrading audio-visual systems in King Hall Auditorium was funded, and (3) classroom seating was replaced in a large classroom in Bridges Hall. Five projects were funded in FY96 including partial funding of an applied practice classroom, an editing suite, a social science computer lab, and an electronic darkroom and production center.

The second special equipment allocation was devoted to the lease/purchase of faculty and staff computers. In response to on-going unmet computer needs across campus, the administration decided to set aside \$100,000 of the equipment budget for each of three years. After discussion of the proposal at various Meet and Confer sessions, a committee was appointed to develop a process and prioritize needs. A survey of needs was conducted, and parameters were established for the allocation process. Discussions were held with chairs, deans, and vice presidents before the final lease plan was taken to IFO Meet and Confer. Implementation of the plan began in the summer of 1996 with the goal of installing 100 computers in offices by December, 1996.

Auxiliary Enterprises. Included in auxiliary enterprises are the residence halls, bookstore, food service, student union, parking, vending, student activities, and health service. The individual directors and managers of the various auxiliary enterprise areas, and their respective vice presidents, have ultimate responsibility for their budgets. Residence halls, student union, and health center report to the Vice President for Student Affairs. Bookstore, vending, and parking report to the Vice President for Administrative Affairs. Student activities report to all three vice presidents. Because these enterprises must be self-supporting, actual expenditures must not exceed revenues.

Student Fees. Student fees support programs, services, facilities such as the student union and the health center, and a variety of student activities. Allocation of resources is the

responsibility of the Student Activity Fee Review Committee, which is comprised of budget directors and students.

Approximately 30% of student fees are managed by the Student Activity Budget Committee (SABC). The SABC is comprised of four MSU administrators and eight students (including the president and treasurer of the Student Senate). Hearings are held each spring, allocation recommendations are forwarded to the Student Senate by the SABC and then to the President. The kinds of activities supported through student fees include forensics, theatre, student newspaper, Student Senate, cultural diversity events, and the campus radio station.

Beginning with FY96, student fees include a \$1.50 per credit technology fee. A committee of students, faculty, and staff oversees distribution of the technology fees. During the first year of its collection, funds were used to purchase over 100 computers, installed in student labs, and to hire an information technology specialist. For FY97 a student event fee was added. This fee allows students to attend athletic and several theatre events at no charge.

### **External Funding Sources**

Moorhead State University receives funding from a number of external sources with some of that funding going directly to the University business office and other moneys going to the MSU Alumni Foundation. Sources of external revenue include alumni and friends of the University, MSU faculty and staff, business corporations, foundations, organizations, and federal and state grants.

From FY92 to FY95 the average amount received from grants and private gifts each year was just over \$2 million. As of June 30, 1996, the MSU Foundation had assets of \$5,254,447. The Foundation received its largest pledge of a gift, \$1.7 million, in 1994 from an alumnus.

During 1995-96, individuals/programs received federal, state or private grants totaling \$246,759. It appears that the same few faculty/staff who are skilled at writing grants consistently have their projects funded. Except for regular, large grants to the Small Business Development Center, most federal and state grants go to projects in the natural sciences, mathematics, and education. The National Science Foundation and the Small Business Administration are the most consistent and the largest government funding sources. The University provides faculty improvement grants and research/creative activity grants, which are occasionally used to pursue state, federal or private funding.

The major contributions of the MSU Alumni Foundation are directed toward student scholarships. The Honors Apprentice program attracts top students to MSU. Over \$100,000 is awarded each year in the form of athletic scholarships. As one way to increase recruitment and retention of new students, the President asked the MSU Foundation to increase funding for scholarships. In 1995, the President's Scholarship was established. This is a \$500 freshman scholarship, renewable for a second year. Sixty-five scholarships were awarded for

academic year 1996-97, the first year of the program. The Foundation has a goal of raising funds for a total of 100 new Presidential Scholarships, 50 to be awarded each year.

The Foundation and the Alumni Association were merged into one organization in the fall of 1996. One goal of the merged board is to increase gifts from alumni while maintaining the current base of support from alumni, friends, and businesses. Gifts to the Foundation include cash and planned gifts. About 55% of the Foundation's funds are allocated for scholarships, with the balance supporting a variety of University programs, such as theatre and performing arts events, Regional Science Center projects, lecture series, and grants to students and faculty for campus projects and research.

The Foundation recently trademarked the school logo and implemented a licensure program, which will provide a new funding source. The Foundation and University are becoming more innovative in looking at new, less traditional sources of revenue--such as gaming, affinity cards, and exclusive vendor contracts--but there is a need for much additional work in this area. As budgets become tighter, the University and the Foundation will need to become increasingly creative and aggressive in seeking external revenue sources.

### **Challenges and Opportunities**

Moorhead State University is organized effectively to meet its mission. The University is part of the Minnesota State Colleges and Universities, which is managed by a citizen-board of trustees and a central office headed by a chancellor. Local management is provided by the president and 12 excluded managers (vice presidents, associate vice presidents, deans, comptroller, affirmative action officer, and personnel director). In 1995, just over 600 faculty, professional staff, and support staff provided educational and related services to 6,500 students. The physical plant is adequate to support the academic, residential, and support needs of the students. While financial resources are tight, they are adequate to provide a wide range of academic programs and related services.

Repeated internal analyses suggest that we view our people as our greatest strength. Our administrators are dedicated to the success of the institution, our faculty are well-prepared for their teaching assignments, and our staff are efficient, caring, and dedicated to the institution and its mission. Over the past two decades, we have become comfortable with the process of shared governance. Our committee structure works well, and regularly-scheduled administration/bargaining unit Meet and Confer sessions assure good communication.

We have experienced significant declines in our student population (33% in six years) and have suffered through two consecutive years of painful budget reduction, which necessitated administrative cuts, staff lay-offs, and faculty retrenchments. We have reacted to these by trying to analyze the causes for the decline and by implementing a variety of strategies to turn our enrollment around. Our 1996 student numbers suggest that these interventions are beginning to have an impact, as we seem to have slowed the rate of decline. We remain

optimistic that we have hit the bottom and will begin to climb back up toward our target of serving 7,500 students. However, there remain a number of significant challenges ahead:

1. Nearly every department or unit on campus has been impacted by staff reductions. The full impact of these reductions was felt this fall (1996) for the first time. Many units feel understaffed, and a number of employees feel overworked and stretched. We must all adjust to the changes and work more effectively if we are to regain our institutional vitality and increase student numbers.
2. A significant source of frustration for the local campus has been the unpredictable nature of financial allocations to campuses. As of October 1996, the campus had not yet been told what its full allocation for FY97 (which began July 1, 1996) would be. A MnSCU committee has prepared a proposal which would assure more stable base funding for campuses. The Board should act on that proposal by the end of the calendar year. Our local planning can be improved greatly if this proposal is approved and implemented.
3. For a number of years, inflationary increases have not been fully funded through state allocations. Thus, our ability to pay increased salary costs has been at the expense of other operating budgets. Our challenge is to either impact the state allocation/negotiation process or to find a more effective mechanism for dealing at the local level with unfunded inflationary increases.
4. By setting aside equipment funds to lease computers for faculty and staff and by instituting a technology fee for students, we are making progress in bringing our campus up-to-date with computers. We have a long way to go, however, in continuing to meet the technological demands of the 21st century. We must be sure we plan for expenses in technology areas.
5. Our physical plant is in serious need of routine maintenance. For example, we have roofs that must be replaced across campus, and costly elevator maintenance needs to be completed. We need to allocate resources to routine maintenance, and we need a master plan for that maintenance. We are currently working on development of a plan.
6. In the past two years, President Barden has set aside a small portion of the annual equipment budget for funding of strategic initiatives. This type of strategic analysis and budgeting is critical to our moving ahead as an institution.
7. As state allocations are declining, the MSU Alumni Foundation must increase its efforts at external fund raising. We are looking for ways to improve our "friend-raising" efforts in order to be more effective fund raisers. In a related area, we must also significantly increase the external funding available for research and equipment needs. We have assigned a faculty member to the task of encouraging and supporting

- grant writing among other faculty. We hope, thereby, to increase external grant funding.
8. While we have established a number of programs to improve student success and, therefore, student retention, it is becoming clear that students are coming to college ill-prepared for the rigors of our classrooms. We must continue to find ways to help students succeed and to help faculty understand changing students' needs.
  9. Given the nature of our seniority system, the budget reductions had a particularly strong impact on junior faculty, on the number of women faculty, and on the percentage of our faculty who are persons of color. As we replace retiring faculty, we will need to redouble our efforts to make affirmative action hires. We also need to improve our efforts to nurture, retain, and promote women and faculty of color.
  10. Professional development remains a challenge for us. Funds for IFO, MSUAASF, and MAPE employees are adequate and encourage individual activities. The other contracts do not provide for such funds. We are also falling behind in our ability to grant sabbatical leaves. The faculty house and the activities of the Faculty Development Coordinator and Committee are under-subscribed and utilized. We need to find better ways to encourage and support a continuing commitment to professional development.