

MINUTES

MONTANA HOUSE OF REPRESENTATIVES
51st LEGISLATURE - REGULAR SESSION

SUBCOMMITTEE ON EDUCATION

Call to Order: By Chairman Peck, on January 30, 1989, at 8:00
a.m.

ROLL CALL

Members Present: All

Members Excused: None

Members Absent: None

Staff Present: Keith Wolcott, Senior Fiscal Analyst
Sandy Whitney, Associate Fiscal Analyst
Joe Williams, Budget Analyst, OBPP
Claudia Johnson, Committee Secretary

Announcements/Discussion: None

HEARING ON MONTANA STATE UNIVERSITY

Tape No. H1\1:000

Presentation and Opening Statement:

Dr. Tietz, President of Montana State University, gave an overview of what is taking place on the campus of MSU and stated that MSU is in the middle of a quarter conversion. Compared to a semester conversion it is more complicated than it sounds involving; 500 faculty members, eight colleges, and 40 plus departments with over 5000 courses. Dr. Tietz stated that the faculty are taking advantage of the situation to upgrade and modify every curriculum on the campus. Dr. Tietz stated that MSU is working on a set of core requirements that will be transferable within the University System. Dr. Tietz stated that MSU is preparing for the NW accreditation visit in 1990 that occurs every 10 years by 14 members. Dr. Tietz stated that MSU is converting to the information associate software which is an integrated system combining all of the data elements on the campus into a common format to be accessible inside and outside of the institution. Dr. Tietz stated that MSU has a four state intermountain center for information and learning services, the four states consist of Wyoming, Utah, Colorado and Montana are involved in the peripheral county libraries along with the University and state libraries to develop adult education centers in rural areas throughout the west.

The two sites for Montana are in Libby and Hamilton. The four states are now in the process of applying for a grant that will carry them through the next three to four years. MSU has a specific interaction with Utah State University dairy education. When MSU phased out their dairy program because of the lack of facilities and enrollment, a cooperative program was developed with Utah State which has a \$5 million facility. Another coordination with the four states and Idaho is the fire studies that is developing a group of people and resources that will monitor the condition of the fire at the time it occurred and the regrowth and development.

The ratio of MSU's student related programs; instruction academic support, student services, scholarships and fellowships is 80.2 percent of the budget while the peer's is at 68.4 percent. The physical plant and the institutional support provide 18-19 percent of the total budget, where the peer's is at 23-24 percent. Dr. Tietz stated that LFA's recommendations for the physical plant to be dropped \$366,000 from 1989 and \$550,000 below what they are requesting. Dr. Tietz state this eliminated the maintenance savings that MSU has achieved by conversion of gas and irrigation water.

Dr. Tietz stated that public service is about 0 percent, compared to 3 percent for peers. Research that is funded by the state is at 1 percent compared to 6 percent for peers. Dr. Tietz stated they are looking at a 2:1 ratio between MSU and their peers.

Dr. Tietz distributed several handouts on MSU. The first exhibit gives a synopsis of the grants received, the water research program, the increase of proposal submissions, material science and toxic materials. See Exhibit 1.

On the second handout (See Exhibit 2) Dr. Tietz went through the campus profile on enrollment, types of students and FTE employees. Dr. Tietz stated that enrollment has stayed about the same for the last 10 years, but the faculty have dropped 10 percent in the last 10 years and 30 percent in other contracts.

(145)

Dr. Tietz gave a synopsis of the special features of MSU: UTAP, the University Technical Assistance Program based in the College of Engineering, has helped Montana manufacturers become more competitive and have created new jobs for Montana. The coordination of Hazardous Material for all of the university system, providing consultation and assistance for disposing of hazardous wastes in compliance with EPA regulations. KUSM, Montana's first fully licensed public television station. The Center for Synthesis and Characterization of Advanced Materials is an interdisciplinary research enterprise involving the

development of new materials for high technology. The Burton K. Wheeler Center opened in 1987 as a forum for objective discussions and exploration of Montana issues. MSU contributes to the support of two theatre groups that are dedicated to performing western material for audiences in the Northwest. The Institute for Biological and Chemical Process Analysis is the only hazardous waste research center in a six-state region and much of their funding comes from federal grants and fees charged to clients that include Chevron, Conoco, Arco, and Union Carbide. See Exhibit 2.

(485)

George Anderson, CPA, Helena, stated that he was asked by James Isch, Director of Administrations, to take part of a management study in performance of Administration at MSU. Mr. Anderson stated that the objectives of the study were to make an evaluation of the current administrative departments, including the services provided to the staffing levels and the budgets and to identify the areas of strengths and concerns of the team.

(Tape H1\2:000)

Mr. Anderson stated that the evaluation criteria included organizational structure, quality of service, level of investment, duplication of services, inter service area of communication and cooperation, innovative ideas, privatization, and management flexibility.

Mr. Anderson stated that the university is expected to stay within it's budget, even in emergency situations, such as roof repair, increase in utility bills, cost overruns, and unavoidable obligations, but they are not expected to transfer funds from other programs to take care of it. Mr. Anderson stated the need for better utilization of the limited funds available.

Mr. Anderson stated the greatest concern of the team was the funding needs. Mr. Anderson said the state should try to create more incentives for management of the resources that should be entrusted to the administration of the university and stated that there can be control without removing the accountability.

Mr. Anderson stated that the general observation of MSU is to give a lump sum of appropriation to the University and to allow the management of the University to operate it in a way to achieve the mission that they are given.

(250)

Rep. Marks asked Mr. Anderson about his feeling of appropriations being a block appropriation and asked Mr. Anderson if it should be applied to each unit or to the Regents? Mr. Anderson replied that either way, but if Legislature thought that the Regents could distribute those funds then the most

appropriate way would be to the Regents, if not, than Legislature should appropriate the funds based on the Regent's recommendations and make the appropriation directly to the university units.

(307)

Sen. Nathe asked Mr. Anderson on the lump sum appropriation in the continuing audit and asked in what way could Legislature measure the end result? Mr. Anderson replied that the main mission is to see that a quality education is provided and most efficiently for the least dollars.

(346)

Rep. Kadas asked Mr. Anderson what other accounting system would he recommend and what would be the cost? Mr. Anderson stated that SBAS is a central accounting system, but it is based so every area of the state can be accounted for in the same manner. Mr. Anderson stated that the accounting for a university is completely different and a separate accounting system should be set up for the various units.

(463)

Rep. Kadas asked Mr. Anderson regarding the possibility of a lump sum, and using audits as a way of following up, what if a particular unit is not doing the job that the state thinks they should be doing? Mr. Anderson replied many of them would become more efficient and that control can be done through an audit and an appropriation process.

Tape 11\1:199

Dr. Tietz stated that the incentive for doing the study that Mr. Anderson and his team were involved in came from the Governor's study when they brought the private sector in to find ways to improve the ways state government conducts its' business, and this study was modeled after that program.

(230)

Dr. Tietz introduced Tom Upton, President of the Student Body. Mr. Upton gave an overall statement of last Saturday's hearing with the Subcommittee Members stated that MSU places approximately 50 percent of its graduated students within the state of Montana and stated that an inflow of funds would bring more of the students out of state back into the state. Mr. Upton distributed a handout on the MSU student's Legislative statements on the funding. (See Exhibit 4).

(273)

Mr. Upton stated that the Western Undergraduate Education Program that was organized last year with 646 students enrolled in 56 institutions. Of the 646, 264 came to one of the six units in the Montana University System, and the majority of that number went to MSU.

Mr. Upton stated that tuition has risen 22 percent since 1986,

and most of that in fees. Currently, an MSU student pays 23.4 percent of the cost of his/her education, and that is 23 percent of the \$45,000,000 budget. A student at a comparable university pays 17.3 percent. Mr. Upton referred to page 3 of the position statement (See Exhibit 4). While the Legislature cannot set tuition levels, ASMSU believes it is extremely important that the issue be decided before the Subcommittee makes their final decisions or recommendations to the full House of Appropriations on how much money the university system should receive. If the 13 percent tuition increase that is being tossed around by the Board of Regents right now is accepted, that means the average student will have to pay about \$160 more next year to finance his education and stated this will hurt the student's ability to receive work study.

Office of Financial Aid estimates it will cost \$6,300 for a single traditional student to complete four years of school. The amount of work study dollars per student will decrease. ASMSU endorses a tuition increase of approximately 5 percent a year or \$65 per student over the next two years. That is based on the levels of inflation, last year it was 4.4 percent nationwide.

(385)

Mr. Upton introduced Stacy Farmer, Representing ASMSU. Ms. Farmer stated that when the Subcommittee was on campus last week, they asked what are the MSU students' priorities concerning where the money is going to be spent and where would they like the money to be spent. Ms. Farmer stated if they are going to be paying a higher tuition price, then the students at MSU want quality for their dollars. Ms. Farmer stated they would like to see student dollars spent on instruction to help maintain and attract quality instructors and educators and they would like to see the Universities monies fund a quality library that provides a wide scope and variety of references. Ms. Farmer stated they were also including the library staff in this to direct students and manage the library resources. Money is needed for instructional equipment and the students would like to see some of the money go to deferred renovation. Ms. Farmer stated that the students would like to see some money go to the Museum of the Rockies. Over 4 years of a student's session at MSU, over 50 percent received some kind of educational benefit from the museum. About 250,000 visitors tour through the museum every year.

Rep. Kadas asked Ms. Farmer what the reaction was when UTU and the Regents signed the 6 and 6 contract? Ms. Farmer stated that the students realize the need for a 6 and 6 salary increase and it is a morale booster for the faculty.

Tape 11\2:000

Mr. Upton stated that while ASMSU does support the 6 and 6

increase for faculty salaries a lot more needs to be done in other areas that they do not have any control over, i.e. unrestricted funds. Mr. Upton stated that the student's number one priority is the instructional equipment budget.

Sen. Nathe asked Mr. Upton that on the bottom of page 3, you have revenue percent of the total budget, the tuition at MSU is 23.4 percent and peers is 17.3 percent and stated that the University was close on state money, but wanted to know about other money, indirect costs, what? Mr. Nathe stated that it is listed in Exhibit 4 that other money at MSU is 2.8 percent and peers is 9.1 percent? Mr. Isch replied that it is primarily comprised of overhead on student financial aid and small overhead funds that are generated through activities in the university, not associated with research.

(072)

Dr. Tietz commented that in those other institutions, there may be some rentals or other types of enterprises that the institution is engaged in which MSU is not permitted to engage in or do not have the opportunity to do so.

(086)

Dr. Tietz introduced Dee Top, representing the classified staff at MSU, and is the chief secretary of the Biology Dept. Ms. Top stated that classified support staff need the same wage increase of 6 percent per year as the faculty for the next two years. Secretaries, typists, accounting clerks, receptionists average 15 percent less pay than counterparts in neighboring states, per State Employee Compensation Report prepared by the Classification Bureau at the Dept. of Administration. Ms. Top stated that the MPEA stand on the privatization bill is in opposition. Contracting work is covered by a union contract and this bill is in direct conflict with that. Ms. Top asked that the Subcommittee support the classified employees to receive the same pay raise as the faculty. Ms. Top stated that they also support MSU and all state print shops by opposing the bill on privatization.

(166)

Dr. Wayne Larson, Chairman of the Faculty Council, read a written statement. See Exhibit 6. Dr. Larson stated that MSU has three major concerns that come from a Legislative Subcommittee report and the faculty council: 1) the relatively low salaries, 2) the inadequate library holdings and resources, and 3) the insufficient funding for the infrastructure that MSU uses for research and teaching.

Dr. Larson briefly went over each of the three concerns. (1) Salaries: Dr. Larson stated that the 6 and 6 increase with inflation at 5 percent will not help the campuses to catch up. Dr. Larson stated that there are two consequences of low salaries; turnover and replacement of faculty, and morale. Dr. Larson stated that faculty can be replaced, but

you cannot replace the accumulative knowledge. Dr. Larson stated that replacement salaries, are sometimes higher for incoming people with little or no experience than some of their full professors are making. Morale: The higher the salary, the higher the morale. Dr. Larson stated that some of their professors are \$20-30,000 below the national average. This affects the commitment and loyalty to the university. (2) Libraries: Dr. Larson stated that MSU cannot afford to have the important books and journals in any of the departments and stated that the facts and figures are two years out of date when we receive them. Understaffing: Consequences include difficulty in providing assistance to students, delays in re-shelving, not able to stay open longer hours. (3) Infrastructure: Deferred maintenance of labs, classes and buildings. Outdated equipment and not enough money for repairs.

(350)

Dr. Larson closed stating that MSU has a dedicated and quality faculty, but it can only be maintained by the professionalism of the faculty and urged the Subcommittee to support sufficient funding for the library, faculty salaries and the infrastructure.

(398)

Rep. Peck asked Dr. Larson regarding the pay system, in his judgement how does the faculty feel about the merit system? Dr. Larson stated that there are pros and cons about how much and who should receive it, but felt that the faculty as a whole appreciated it. Dr. Larson stated that there are three criteria for consideration of meritorious achievement teaching, research, and service.

Tape J1\1:000

(035)

Dr. Tietz introduced Dr. Mike Malone, acting Director. Dr. Malone stated that MSU mandates all of their programs to compete nationally for faculty. Because of low per capita income, Montana can not approach average national salaries in the university system. Dr. Malone stated that salary rates are growing alarmingly behind the national average. Dr. Malone stated that MSU is one of 51 land grant universities in the U.S. An Oklahoma State University study of 80 state universities in 1988 shows that the average salary is \$39,352 per academic year, and MSU's average salary is \$31,400, about a 20 percent shortfall and falling. The American Association of University Professors study based on all 4-year institutions in 1988 shows the average salary at \$37,000, and MSU is at 85 percent of that and falling.

(153)

Dave Gibson, College of Engineering, briefly commented that 82 percent of his college budget goes into faculty salaries and the average salary is deteriorating. Mr. Gibson stated that

graduates are making as much as professors.

(204)

Ann Williams, College of Letters & Science, gave examples of salaries. Ms. Williams stated that an Associate Professor earning \$28,400 is moving for \$39,000. A replacement will be paid \$30-31,000. Ms. Williams stated that the cost of searching for a professor is \$5-7,000. Another Associate Professor in the 8th year at MSU and earning \$31,000 is moving for an increase of \$43,000. Another Assistant Professor in his 4th year at MSU is earning \$27,000 has been invited for an interview with a salary of \$35-36,000. An Associate Professor in his 7th year at MSU is earning \$29,747 and has an offer for \$41,800. Ms. Williams stated that 20-25 percent of the faculty at MSU are getting ready to leave or are looking. Ms. Williams stated that there are some faculty that she has recommended for termination because they do not do a job that meets their standards.

(290)

Dr. John Ramich, Dept. of English, stated that MSU's library is not an adequate place to study, it is too small, and not open for long enough hours. Dr. Ramich stated that there are not enough copies of material and the faculty spend their own money or go to other research libraries. In terms of retention and recruitment of faculty, the library is a crucial resource. Dr. Ramich stated that in humanities and social sciences in general is the one place every prospective candidate wants to see.

Rep. Kadas asked Dr. Malone what the annual faculty turnover rate is? Dr. Malone replied that in any given year they would be searching for 50-60 positions, as a result of retirement, resignations, etc. Dr. Malone stated that last year it was up 15 percent from those figures.

(458)

Dr. Tietz stated that at this time he wanted to have some discussion on MSU's modification program, i.e. Museum of the Rockies.

(467)

John Wilson, Administrator at Montana Promotion Division at Dept. of Commerce, stated that the Museum of the Rockies is making an increasingly important contribution to the attractiveness of Montana. Japan has a great interest in the work being done at the Museum. Mr. Wilson stated that the Museum is an important asset for tourism in Montana and creates direct income for Montana tourism businesses and jobs for people in the tourism industry.

(521)

Dr. Mike Hager, Director of the Museum of the Rockies, stated that the staff and Board of Trustees and the University have raised \$7.2 million in private support for the new facility

and the trustees are committed to raising an additional \$2.3 million for exhibits, as well as generating gifts, grants, and revenues of more than \$1.3 million per year for operations. Dr. Hager stated that the Museum will give new educational opportunities, new insights, new pride in their heritage, and new connections to the land we all love. April 1, 1989 is the opening of the state's newest museum, a gift to the people of Montana. It means world class dinosaur research and world wide visibility for Montana, museum training programs for local museums and historical societies.

(578)

Dr. Hager on the economic impact: Dr. Hager stated that 65 thousand people learned of dinosaurs, stars, Lewis & Clark's camp near Great Falls because of the Museum. During the previous biennium the number was 50 thousand people. Dr. Hager stated that the museum will serve directly more than one million people over the next five years through visits to the facility. Dr. Hager stated that the economic impact will be greater than \$10.8 million biannually, at least 10 times the investment they are asking the Subcommittee to make of \$747,000. See Exhibit 7.

(634)

Kathy Meyers, teacher from Ronan, stated that the museum has provided the Star Lab and the materials to enable them to teach beneficially. In the two and a half years the planetarium has traveled around the state it has served 100 schools which include 33,000 students. Ms. Meyers stated that the Museum is more than willing to adjust their program to their behavioral objectives. Ms. Meyers stated that due to a program called "BEST", arranged by the three universities, U of M, EMC and MSU, there has been a growth in interest of science. See Exhibit 8.

Tape J1\2:000

(030)

Joyce Grande, wife, mother, rancher, volunteer, stated she represents the private donors who have dedicated their giving to make the Museum possible. Ms. Grande stated that through past appropriations, the Legislature has supported about one-third of the Museum's operating budget. If one-third can be raised through donations and one-third earned through fees, seminar tuition and grants, she hoped that Legislature would continue to support the one-third.

(117)

Jack Hyppa, manager of KUSM, stated that the KUSM program modification is a request for \$217,900 each year of the biennium to provide support for the growth and development of public television in Montana. Mr. Hyppa stated they are serving around 300,000 people in Montana with public television and their plans for the use of the \$217,900 each year is centered on the type of educational service that a

university station can offer to a statewide audience. Mr. Hyppa stated that the program modification will assist them with the resources to develop more Montana programs, especially in public affairs, the arts, economic development, and college level credit courses K-12 and adult education.

(154)

Mary Ann Leitman, chairman of Friends of KUSM, stated that they have received almost \$300,000 in donations over the past four years. Ms. Leitman stated that by augmenting private and corporate donations, state funding can help create a modern telecommunications system that will be effective, efficient and an equitable means of providing educational access for all. Ms. Leitman urged the Subcommittee's support for the program modification request.

(185)

Dick Cahoon, on behalf of the Institute for Biological and Chemical Process Analysis (IPA) and Bill Cheraklis, stated that the IPA was established in 1983 with the mission of encouraging interdisciplinary research within MSU and also to enhance industry university cooperation. Mr. Cahoon stated that the annual cost in the power industry was \$100 million due to biofowling and corrosion. The petroleum industry was more than \$1 billion dollars. Mr. Cahoon stated that IPA has been selected by the EPA as a center of hazardous waste research, also bioconcentration by separation.

Mr. Cahoon stated that IPA performs integrated research in engineering, chemistry and microbiology, which directly benefits power generation, chemical manufacture, petroleum, mining, pulp and paper, and waste treatment. Current industrial associates who pay an annual fee of several thousands of dollars to participate in the program involving industries in the research activity, include Aramco Petroleum Production Co., Amaco Corp., Chevron, Conoco, the Electric Power Research Institute, the Gas Research Institute, General Public Utilities Nuclear Cop., Idaho National Engineering Laboratory, Southern Company Services, Union Carbide Corp., Wesvaco, Exxon, and possibly Dupont will join.

From an economic impact standpoint, IPA brought \$540,000 into MSU and Bozeman in 1988. One of the IPA spinoff companies had sales over \$400,000 annual sales. IPA has a significant effort in technology transfer including patents, transfer of patents to industry, and spinoffs of companies. In 1988, IPA's total funding was \$543,000 and of that there was a one-time MSTA grant of \$30,000, DNRC grant of \$20,000 and Engineering Experiment Station support of about \$41,000. In 1988, for every one dollar that the state put in IPA brought in \$13 of external funding. In 1983-1989, for every one Montana dollar invested, \$6.33 out of state dollars were

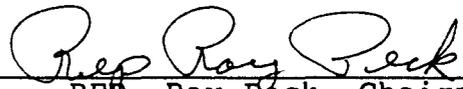
returned.

Mr. Cahoon stated that he believes the program modification is an investment, not a gift. There are significant economic opportunities in technology and an investment will enhance their ability to develop new technologies and to those technologies to the private sector for the economic benefit of MSU and for the establishment of companies and jobs.

There being no further business, Rep. Peck informed the Subcommittee Members that they will be meeting in the Scott-Hart auditorium in the morning at 8:00 a.m. The Subcommittee meeting was adjourned.

ADJOURNMENT

Adjournment At: 12:00 p.m.



REP. Ray Peck, Chairman

RP/cj

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EXHIBIT 1
DATE Jan 30
HB 5MS4

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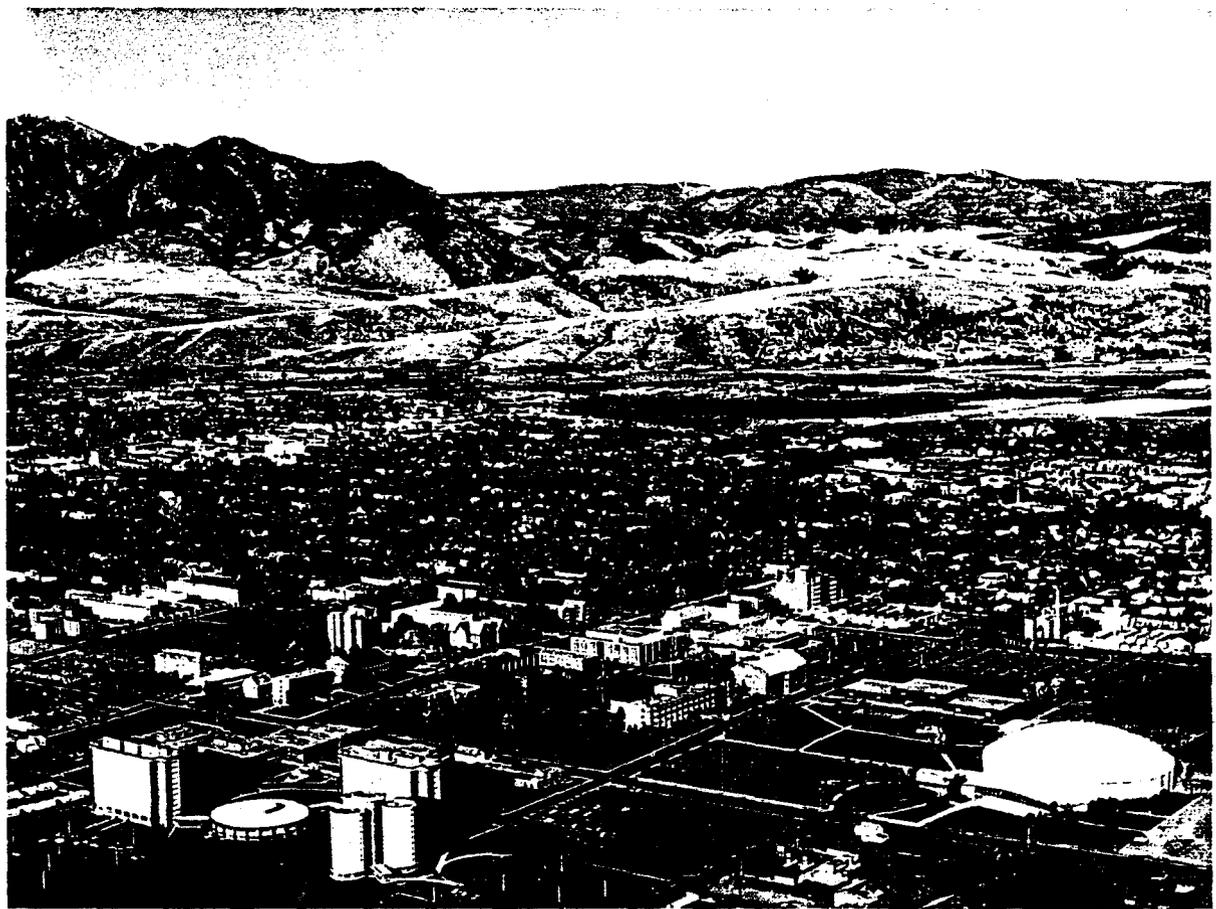
MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA 59717

EXHIBIT 2
DATE Jan 30
BY JMSK

MONTANA STATE UNIVERSITY
Bozeman, MT

Presentation to
Education Subcommittee

January 30, 1989



**MONTANA STATE
UNIVERSITY**



BOZEMAN, MONTANA 59717

EXHIBIT 3
DATE JAN 30, 1989
HB _____



MANAGEMENT PERFORMANCE STUDY
FOR
MONTANA STATE UNIVERSITY

FEBRUARY 1987

EXHIBIT 4
DATE JAN 30, 1989
HB MSU



ASSOCIATED STUDENTS MONTANA STATE UNIVERSITY • BOZEMAN, MT 59717 • (406) 994-2933

1989 Legislative Positions

General Statement

The Associated Students of Montana State University support all efforts which promote and strengthen Montana State's ability to continue to offer a high quality education. ASMSU's main goal during the 51st Legislative session will be working for the passage of Legislation which ensures that all MSU students receive the quality education necessary to lead the State into the next century.

Tuition and Fees

Montana State's tuition and fees have risen from 354.75 a quarter in 1986 to 435.75 at the beginning of Fall quarter, 1988, an increase of over 22%. Currently, a MSU student pays 23.4 percent of the cost of his/her education while students at similar universities only pay 17.3 percent. ASMSU realizes that it would be fiscally impossible to completely freeze tuition and fees at their current level, but it is becoming increasingly evident that MSU students cannot afford any further large increase in tuition. (See Appendix A for general student profile and cost comparisons.)

Engineering Sciences Building

The ASMSU support the construction of the Engineering/Physical Sciences Complex at Montana State University. Current facilities are quickly becoming outdated and threaten the long term viability of all science-related programs at MSU. A new facility would provide the necessary quality environment to meet the changing instructional and research needs of MSU and Montana.

ASMSU also endorses the zero coupon bond proposal as a feasible method to provide funding for the complex's construction.

Fee Waivers

ASMSU supports a change in the current fee waiver appropriation process. Presently, fee waivers are divided into two categories - mandatory and discretionary. Both budgets are determined before the individual universities and colleges know the number of students that

will be attending their institutions who are eligible for mandatory waivers. In the event that the institution is required to distribute more mandatory funds than they were budgeted for, the money must come from their discretionary fund. This, in turn, inhibits the institution's ability to attract the particular students who would otherwise benefit from the fee waiver program.

This has been the situation at Montana State University. And, therefore, ASMSU supports all measures to alleviate this problem.

Faculty Salaries

The Associated Students recognize a direct correlation between the quality of their faculty and the quality of their education. Because our ability to attract and maintain an excellent faculty is contingent upon our ability to provide salaries and resources that are competitive with national trends, ASMSU endorses an appropriate faculty pay increase which would enable MSU to become competitive with our peers. Such an increase would allow MSU to maintain and enhance our educational programs while attracting and retaining well qualified faculty.

Work Study/WICHE-WAMI

ASMSU strongly endorses the continuation of our strong work study and WICHE-WAMI programs. Because the intent of the WICHE-WAMI program is to provide Montana residents access to a quality, moderately priced medical education, ASMSU opposes efforts to alter this purpose such as requiring (further) extensive financial student pay back to the State after graduation or a required in-state service option.

Library

ASMSU is committed to increasing the funding for our library. Our funding is dramatically below our peer institutions, and the inflation rate of library materials is furthering aggravating this situation. (See attached MSU library funding study.) Library funding needs to be considered separately from the academic support budget (where it currently is placed) so that its special situation can be dealt with. It is important to keep the library competitive with our peers and to provide adequate material for research at the graduate and undergraduate levels, as this is a vital part of all student's education.

Museum of the Rockies

We the students of MSU recognize the educational value of the Museum of the Rockies and, hence, recommend the passage of legislation which will support, serve, and allow the Museum to carry out its educational goals for the students and citizens of the State of Montana.

Appendix A.

Montana State University-Student Profile

Student Body Officers

Tom Upton, President
Rob Neibauer, Vice President
Rick Archuletta, State Legislative Director
Brian Harlin, Lobbyist
Stacy Farmer, Lobbyist

Address: Room 281 - Strand Union Building
Bozeman, MT 59717
(406)994-2933

Enrollment Profile

42% Female
86% Montana residents
92% Undergraduate
213 Foreign students
23.8 Average age

Enrollment by Field

592 College of Agriculture
857 College of Arts & Architecture
1,411 College of Business
965 College of Education
1,988 College of Engineering
1,576 College of Letters & Science
492 College of Nursing
21 WAMI Students
1,147 General Studies
829 Graduate Students

Test Scores of 1987 Entering Freshman

	<u>MSU</u>	<u>ACT</u> <u>National Average</u>
English	19.7	18.6
Math	21.1	17.8
Composite	21.9	19.7

	<u>MSU</u>	<u>SAT</u>
Verbal	449	430
	505	476

Budget Profile per FTE Student

<u>Revenue</u>	<u>MSU</u>	<u>Peer Universities</u>	<u>Percent of Peers</u>
Tuition	\$1052.00	1,177	89.4%
State Support	3325.00	5,088	66.4
Other	126.00	616	20.5

Revenue Percent of Total Budget

	<u>MSU</u>	<u>Peers</u>
Tuition	23.4%	17.3%
State Money	73.8	73.6
Other	2.8	9.1

<u>Expenditures</u>	<u>MSU</u>	<u>Peer Universities</u>	<u>Percent of Peers</u>
<u>Revenue</u>			
Total	4503.00	6,801	66.2%
Instructional Programs	2517.00	3,329	75.6
All Support Programs	1321.00	1,913	69.1
Library	215.00	344	62.5

Scholarships and Fellowships

<u>MSU</u>	<u>Peers</u>
1,080,097	1,642,817

Appendix B

Instruction 1986-1987

Student/Faculty Ratio	16.7%	16.1	0.6	96.4
Average Faculty Salary	\$31,400	36,490	5,090	86.1
Faculty Salary Benefits	19.4	20.4	1.0	
Instruction Program per student FTE	\$2,713	\$4,006	\$1,283	67.7

Appendix C

MSU Library Funding Study: Problems and Solutions

Funding

MSU library funds are derived from the Academic Support Program Budget. (See #4 of MSU budget, Appendix B.) This budget pays primarily for the administrative costs the university entails. The formula for calculating the budget is as follows:

of FTE students * \$1,396 * .91

The Academic Support Program Budget is projected at \$11,675.704 for Fiscal Year 1989. Of this budget, the MSU library received a budget for FY 89 of \$2,155,157. \$864,519 of the MSU library budget is used for the purchase of books and periodicals.

Problem

There are two significant problems effecting library funding. First, the rate of inflation for purchasing books and periodicals has skyrocketed over the past few years, meaning that the library has less buying power when it comes to the purchase of books than it did a few years ago. Second, the budget for the Academic Support Program (part of which funds the library) has been trimmed by the State legislature over the past few years. It has been the mood of the legislature to trim excess "administrative fat" wherever possible. With this budget continually shrinking, there is less revenue available to offset the effects of inflation.

Solution

The first step in solving the funding crisis facing the library is to take the library out of the Academic Support Program budget. The library could then be looked at as its own entity, not constrained or penalized by being lumped in with other programs regarded as having too much "fat". Once the library has an independent budget, it should be stressed to the legislature that the current level of funding for the library is unacceptable. The average library expenditures for MSU's peer institutions is 3.2 million. (see Appendix C) Our library needs another 1.1 million to its budget just to make it "average".

It would also prove beneficial for our library if the level of inflation on books and periodicals is calculated into its budget, allowing the library to keep up with the rising cost of books and periodicals.

Another library funding solution that has been discussed is charging a library fee of one dollar per credit to students attending the university. This solution is unpopular. The approach of "nickel-and-diming" the students to pay for their education is unpopular. Students expect to have all of the costs of their education covered in one fee. Computer and library fees are nothing more than disguised tuition increases, and students are already paying high tuition.

FISCAL AND SPACE CRISIS

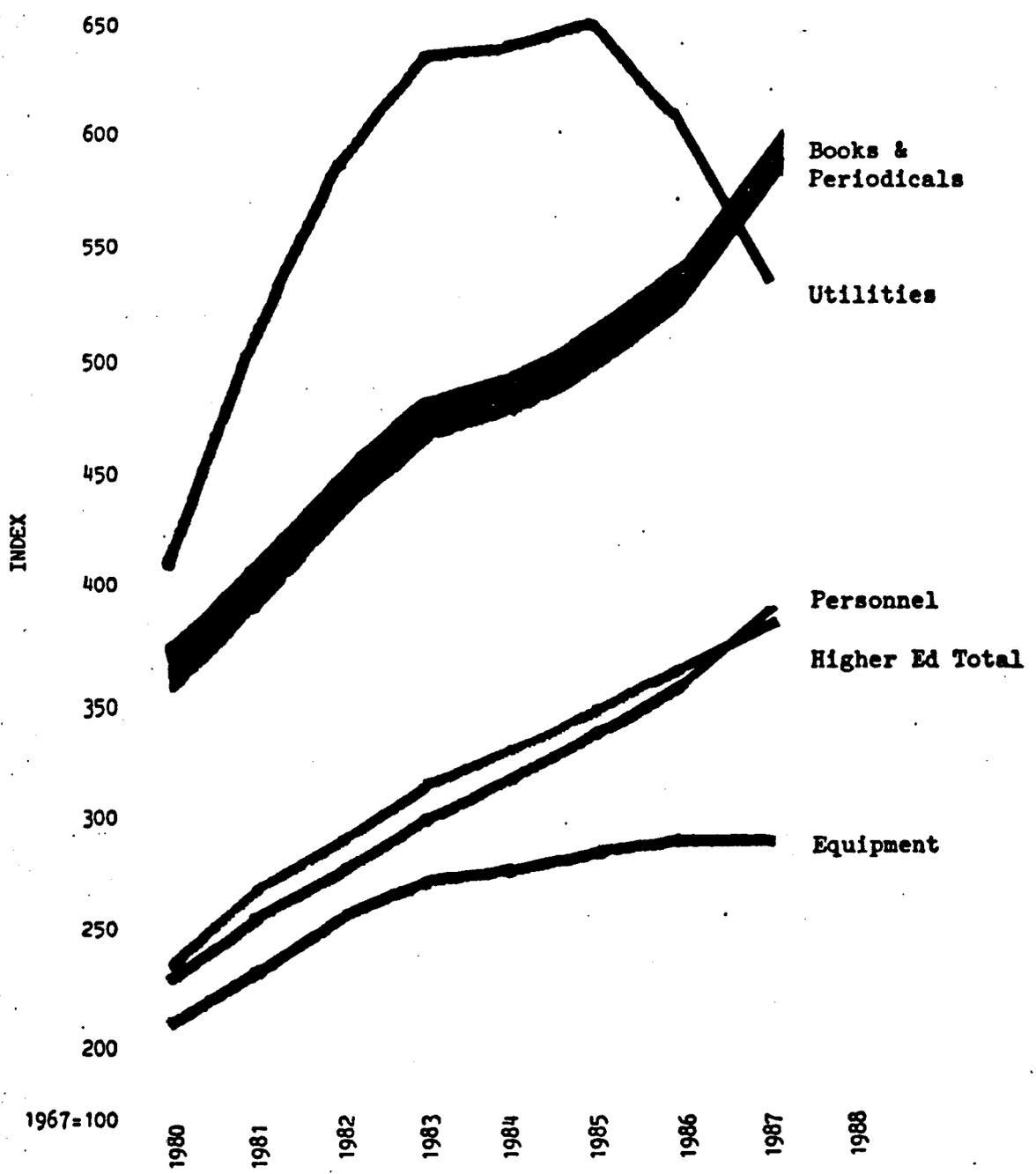
IN

MONTANA STATE UNIVERSITY

LIBRARIES

OCTOBER 1987

HIGHER EDUCATION PRICE INDEX

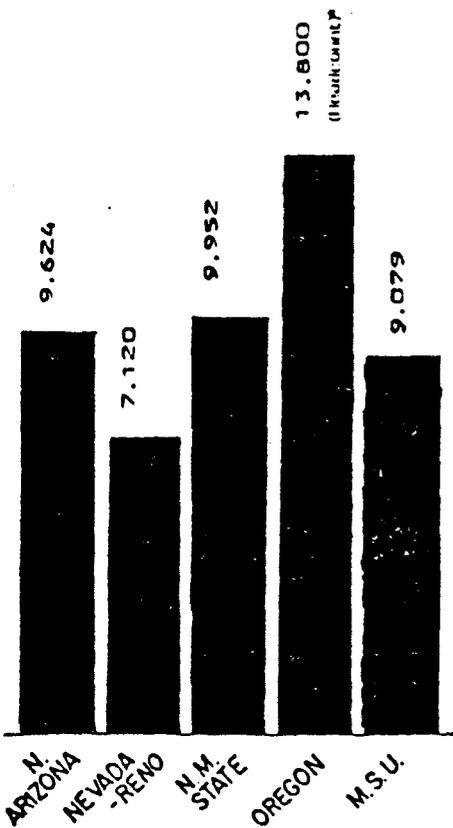


Use of M.S.U. Libraries:

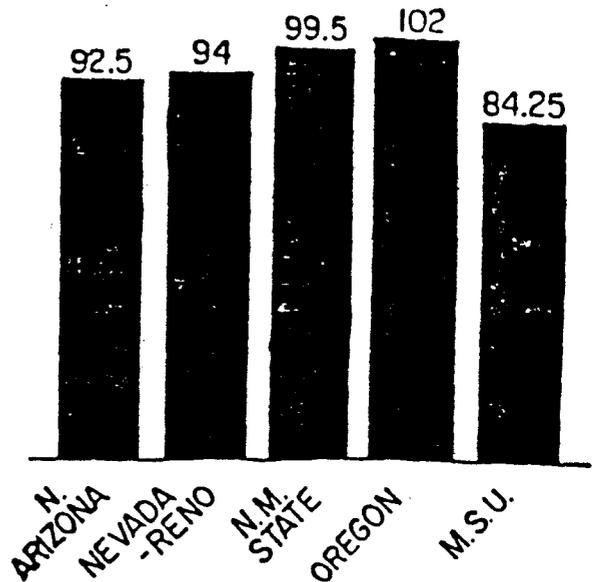
- * 956,659 people used The Libraries
- * 399,917 volumes were used by patrons
- * 85,647 items were placed on Reserve for specific course assignments
- * Interlibrary Loan Borrowing was up by 67% from faculty and 105% from students (reflects decrease of locally available materials)

FTE ENROLLMENT

UNDERGRADUATES



HOURS DURING TYPICAL WEEK



Neither declines in enrollment nor decreased hours are reflected in reference service. Activity at the Reference Desk has increased 6% over last year.

Rating of MSU Libraries according to standards of the Association of College and Research Libraries (ACRL):

Volumes held by MSU as percentage of standard: 69%
MSU Libraries graded "C" in terms of library resources

*Librarians at MSU as percentage of standard: 51%
MSU Libraries graded "D" in terms of faculty size

*Square feet of MSU Libraries as percentage of standard: 60%
MSU Libraries graded "C" in terms of space

* Were number of librarians and space needs calculated on the number of volumes recommended by the standard, faculty size falls to 48% ("F") and space falls to 53% ("D").

Current library resource support of degree programs:

38 Masters degrees:

Coursework support	adequate:	28	(74%)
	inadequate:	10	(26%)
Thesis support	adequate:	19	(50%)
	inadequate:	19	(50%)

16 Doctoral degrees:

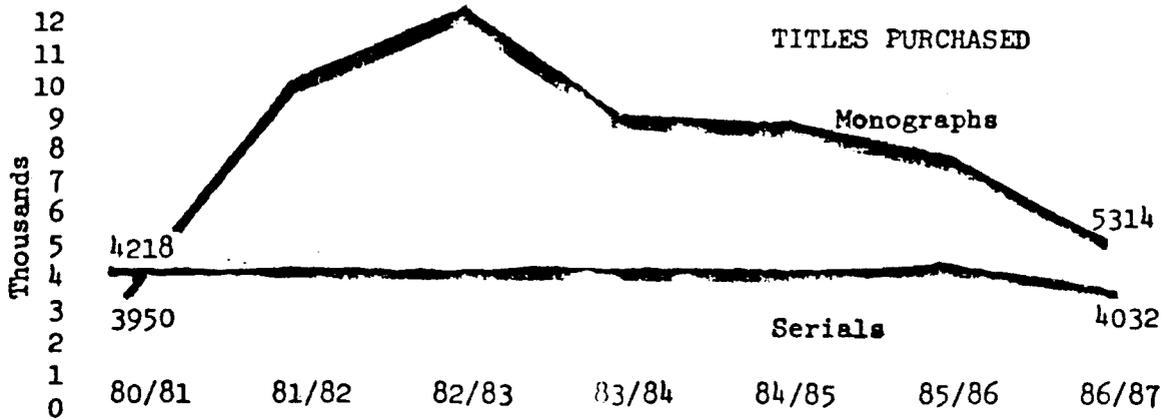
Coursework support	adequate:	11	(69%)
	inadequate:	5	(31%)
Dissertation & research support	adequate:	0	(0%)
	inadequate:	16	(100%)

10 Proposed degrees:

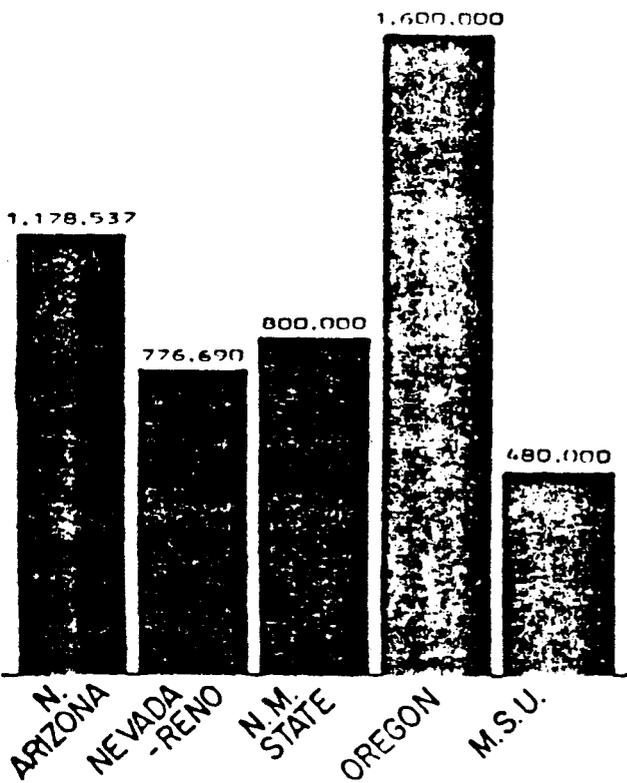
Coursework support	adequate:	1	(10%)
	inadequate:	9	(90%)
Thesis and/or research support	adequate:	0	(0%)
	inadequate:	10	(100%)

Individual dissertation research in specific, very narrow topics can be supported by the collection.

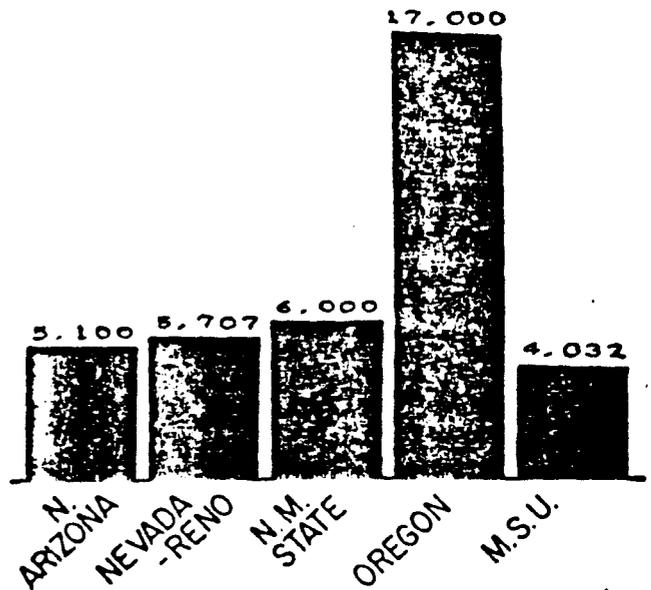
Collections cannot adequately support doctoral level coursework and preliminary research in Education, Agricultural Economics, Electrical Engineering, Plant Pathology, and Veterinary Science.



NUMBER OF VOLUMES HELD



CURRENT SERIALS RECEIVED



<u>SERIALS</u>	1980/81	1985/86	Change	1986/87	Change
Dollars spent	\$397,827	\$579,732	+46%	\$671,896	+16%
Titles purchased	4,218	4,337	+ 3%	4,032	- 7%

1987 serials inflation:
 33.5% foreign
 9% domestic

1988 serials inflation:
 (est.) 35% foreign
 8% domestic

	<u>General Fund</u>	<u>Fiscal 1988 Current Unrestricted</u>	<u>Total</u>	<u>General Fund</u>	<u>Fiscal 1989 Current Unrestricted</u>	<u>Total</u>
UNIVERSITY FUNDING STUDY						
1. Commissioner of Higher Education	643,535		643,535	644,954		644,954
2. Office of the Legislative Fiscal Analyst	15,000		15,000			
3. Office of Budget and Program Planning	130,000		130,000			
	5,000		5,000			

The Montana legislature recognizes the need to review the adequacy of the current method for funding the university system. The study shall be conducted by an eight-member legislative committee comprised of four members appointed by house leadership and four members appointed by the senate committee on committees.

The study shall be coordinated by the office of the legislative fiscal analyst in conjunction with the commissioner of higher education and active participation of the office of budget and program planning.

The scope of the study will encompass a review of higher education expenditures and funding, and an analysis of the adequacy and consistency of the university financing.

The study shall also address cost-effective methods of developing uniform personnel and class enrollment systems and consistent statewide budgeting and accounting system procedures and reports.

Items 1, 2, and 3 are biennial appropriations.

MONTANA STATE UNIVERSITY

1. Instruction						
a. Instruction Program	24,235,408		24,235,408	23,869,704		23,869,704
b. Architecture		130,000	130,000	130,000		130,000
c. Funding Level Increase	499,699		499,699	492,159		492,159
2. Research		597,925	597,925	597,925		597,925
3. Public Service		10,300	10,300	10,300		10,300
4. Academic Support, Student Services, and Institutional Support						
a. Support Program	1,385,215	10,485,747	11,870,962	1,454,267	10,221,100	11,675,367
b. Funding Level Increase	131,900		131,900	259,453		259,453
c. Museum of the Rockies	100,000		100,000			
5. Audit						
	23,021	20,800	43,821			
6. Operation and Maintenance of Physical Plant	1,494,031	4,009,054	5,503,085	1,544,589	4,151,733	5,696,322
7. Scholarships and Fellowships		1,125,273	1,125,273		1,106,723	1,106,723
Total	27,869,274	16,379,099	44,248,373	27,620,172	16,217,781	43,837,953

Total audit costs are estimated to be \$87,642 for the biennium. Fifty percent of these costs are to be paid from

MONTANA STATE UNIVERSITY
Bozeman, Montana

LIBRARIES - PEER COMPARISONS

1. ANNUAL LIBRARY EXPENDITURES, FISCAL 1987

UNIVERSITY OF WYOMING	\$5,413,878
UNIVERSITY OF IDAHO	4,383,254
UNIVERSITY OF NORTH DAKOTA	2,915,153
NEW MEXICO STATE UNIVERSITY	2,834,506
UTAH STATE UNIVERSITY	2,660,904
NORTHERN ARIZONA UNIVERSITY	2,564,982
NORTH DAKOTA STATE UNIVERSITY	1,827,923
PEER AVERAGE EXPENDITURE	3,228,657
PEER MEDIAN EXPENDITURE	2,834,506
MONTANA STATE UNIVERSITY	2,073,066
UNIVERSITY OF MONTANA	1,997,982

EXHIBIT 5
DATE Jan 30, 1988

The WICHE Student Exchange Programs

STATISTICAL REPORT
Academic Year 1988-89

EXHIBIT 6
DATE Jan 30, 1989
HB

A STATEMENT FROM FACULTY COUNCIL
MONTANA STATE UNIVERSITY

EDUCATION SUBCOMMITTEE HEARING
JANUARY 30, 1989

Introduction

The faculty of Montana State University appreciate the opportunity to present our concerns in this hearing. We also appreciate the visit to our campus and interpret it as a sincere effort to understand some of the problems we face in providing an education to the students of Montana State University.

Our faculty have expressed concern about three essential resources needed to maintain the quality of education at our university. They are 1) relatively low salaries, 2) inadequate library holdings, and 3) severe problems caused by the inability to purchase laboratory supplies and equipment, to maintain laboratories and to purchase and maintain equipment used in teaching. A more detailed account of these concerns has been prepared by a subcommittee of the Faculty Council and is presented for your consideration.

Salaries

Every Montanan, including University faculty, is aware of the status of the economy in Montana. While the MSU Faculty Council recognizes the many difficult fiscal choices facing the legislature, we believe it is important that no one lose sight of the vital economic role University faculty play in the state's economy.

We faculty see ourselves as part of Montana's human resources, a part that provides an important mix of unique talents, ideas and experiences which are essential if Montana is to move away from economic stagnation towards renewed development. University faculty work throughout the state, nation and even world to try to identify and resolve problems and issues that continue to undermine this state's economic future. Consequently, it is difficult to imagine the state's

economic development without the hundreds of scientists, technicians and other applied researchers and academicians that are presently struggling to find solutions to critical state issues. It is even more difficult to imagine Montana's economic future without a quality educated work force. As MSU faculty, our task is to work cooperatively with the people of Montana to find ways to enhance the quality and quantity of life of every Montanan. Neither our professional nor personal lives are separate from the people and issues facing this state. We share these concerns and their impact.

However, during the last several years major changes have occurred in the quality of faculty life that makes it difficult to meet the needs of the state, our students and our families. Today, the Montana university system is at the very bottom nationally in faculty salaries. According to a recent AAUP survey of 174 universities, the Montana universities rank 173 and 174th in faculty salaries. The survey found that the national average salary for a full professor was more than \$56,000. At MSU it is approximately \$35,000, or more than \$20,000 below the national average. As a result, faculty continue to leave MSU for salary increases averaging more than \$11,000, with some as high as \$25,000 to \$30,000. This exceptional turnover in faculty has destabilized research programs, curriculum and teaching programs. It is becoming more difficult for students to enroll in required classes, and graduations have been interrupted and even delayed. Among a growing segment of the faculty, morale has reached an all-time low. As budgets continue to stagnate, faculty and students face the growing problem of how to maintain program quality while salaries continue to take their toll on the very core of the university--its faculty. By way of

illustration, if the Harvard University faculty and library were relocated to the Sahara desert, this oasis of learning would still be a world-class university. Universities are not about buildings, basketball teams, football teams or the other amenities of campus life. Universities are about faculty and students. Faculty teach the classes, do the research and provide the majority of community services. Quality faculty and a quality library mean a quality institution. Without quality faculty and library facilities, no administrative efforts, beautiful mountains or intercollegiate athletics can save an institution from academic mediocrity.

Presently, the state's investment in its faculty is approximately \$2,000 per student FTE below regional peers. Consequently, MSU faculty can go almost anywhere including two-year community colleges, and even secondary and elementary schools, and receive substantially higher salaries, life insurance and health benefits.

The fact is, faculty are leaving with increasing frequency and bitterness. Faculty who have made long-term commitments to the people of Montana, now find they too must leave to avoid financial crises or simply to meet family and career responsibilities. It's hard to turn down an \$11,000 raise, a promotion, a much bigger library, better labs, and substantial increases in life and health insurance benefits.

The situation is not a matter of a few dollars here and there. Last year at MSU some full professors with 15 to 20 years service to the state earned \$23,000--or more than \$30,000 less than the national average.

Consequently, faculty members who have stayed are now behind in salary, facilities and in their careers. Those who have stayed now find

themselves earning less than new faculty recently hired outside the salary freeze. Newly hired assistant professors must be given substantially higher salaries than senior faculty who have served MSU and the state for 10 to 15 years. This is not a matter of market responses to differential salaries by discipline--e.g. engineers earn more than artists--it's about structural inequalities that 6% salary increases cannot solve. Percentage increments cannot and will not solve this dilemma. We need fair salary floors for academic ranks that reflect national competitive standards. This we do not have. As a result, faculty continue to leave MSU and Montana.

Faculty are leaving because there is no hope of ever catching up. The salary disparities have become too great. What we are saying is that even if the proposed 6 and 6 percent increase for the biennium is adopted, Montana's university faculty will, in reality, have no salary increase. If the inflation rates remain approximately the same the buying power of faculty will remain nearly the same, even if the 6 and 6 increase is granted. Therefore, faculty must ask themselves, "Why stay?" since the reasons for leaving are becoming greater in number and magnitude than the reasons for staying.

For Montana to retain quality faculty who can help the state move ahead, the faculty need and want reasons to stay. We faculty are Montanans who want to contribute our unique talents to resolving significant issues facing the state. However, if the current faculty salary situation is not addressed, then the university system and the state must be prepared to continue its free-fall from academic and economic competitiveness.

What the regional and national salary studies tell us is that the solution to the current salary crisis calls for tens of millions of dollars of new monies, not minimal, stop gap measures. It takes years, even decades, to build up a quality faculty, just as it takes time to build up a quality library. Without a major infusion of funds for faculty salaries, MSU and Montana's entire university system will remain entrenched at the bottom of America's 174 rated universities--a position that puts it outside the competitive mainstream of American higher education. Montana deserves and must do better. If economic recovery and development are key state issues, then the leadership in Montana needs to identify how it wants to invest in the state's future. We submit that quality competitive education is essential to the state's economic development. That means higher education in Montana must remain competitive. It has no choice.

Library

The fundamental purpose of any university worthy of the name is to help students become productive, knowledgable, cultured, and responsible citizens. The elements available to achieve this end are (besides the students themselves) the faculty, the body of knowledge and information which is available to both faculty and students, and the physical environment in which teaching and learning are practiced. These three elements act in concert, each interacting with the other two in a complex, complementary, and totally integrated fashion. When any one of these elements is deficient the process suffers, and the quality of students' education is in extreme jeopardy. This is the situation with the library at Montana State University.

The most important reservoir of knowledge, thought, and ideas is the library. In teaching and learning, it is the most significant inanimate element in the system. The library's role transcends the arbitrary bounds of disciplines or programs. Its central location on campus is symbolic as well as pragmatic.

A critical skill in education is using a library ... finding things out. What is known and thought about a subject or idea? How have knowledge and opinion evolved? What differences of opinion exist among scholars and scientists? The serious student uses the library to reinforce, expand, and perhaps challenge ideas which have been presented in classes and laboratories.

This vital skill is learned only by practice, and practice is effective only if greeted by success. Teachers at MSU are often distressed by the frustration students experience with the library. Important references are not in our collection. Books in great demand are represented by only single copies. Because the library is so seriously understaffed, reshelving often is delayed, so that references not actually in use are nevertheless unavailable. Further, comprehensive, in-depth inquiries into specific topics often are not possible because of the incomplete library holdings in most (maybe all) areas. Foreign language collections are especially weak, a serious handicap in educating students with a global perspective.

Special materials placed on reserve for class assignments are very often the property of faculty because they are not owned by the library. In addition, library hours are restricted, so even the deficient facilities and services described above are not accessible.

Spatial limitations compound the situation even further. Many students use the library as a study hall, even when not using any other library resources. There are few satisfactory alternatives, but this puts further restrictions on students who need a place to study books or periodicals.

The MSU library staff does a remarkably good job, given its level of staffing and budget. Library personnel are helpful, caring, and as accomodating as their situation will allow. The recent installation of computer-assisted information retrieval systems has helped considerably. The library continues to support individuals and schools throughout the state and region through interlibrary loans and other cooperative services. It simply is extended beyond any reasonable limit, and its many users are not satisfactorily accomodated.

The successful education of students at the university level (as well as the enrichment of faculty and the public) demands an excellent library. This means broad and comprehensive holdings in a wide range of areas, including foreign language materials. There must be adequate staffing for assisting students, efficiently managing circulation, and keeping the library open as much as the demand warrants. If Montana State University is going to continue to represent itself as an institution which offers a quality education to the young men and women from Montana and many other places who come here to learn and grow, the library simply must receive some very serious attention.

Classrooms, Laboratories, and Equipment

Members of our faculty have expressed real concern about the unsatisfactory conditions of some classrooms, inadequate supplies and equipment in laboratories, and insufficient visual aid equipment to use

in presenting lecture material. A brief account of the nature of this situation follows.

With approximately 12,024 full-time equivalent students, faculty, and staff, Montana State University (MSU) represents the sixth largest city in the State of Montana and, as such, requires a complete array of services necessary to its functions. In its Land Grant tradition, MSU's basic missions of teaching, research, and public service are important to the economic development and viability of the state.

As a result of facility age and deferral of maintenance requirements over many years, significant infrastructure problems exist at MSU. Our intent and interest is to assist the state in avoiding the continued accumulation of deferred maintenance, the significant financial liability it represents, and the disruptive nature of crisis maintenance and repair that results. As a consequence of facility age and major deferrals, the amount of annual funding for maintenance needs to be increased. Only in this way will we stop the accumulation of "deferred maintenance" and preserve the state's investment in facilities for future generations of Montanans.

Comparisons of Physical Plant data from peer institutions indicate that MSU's annual operating budget would need to be increased by more than 30% to be at the average peer funding level. In addition, MSU's annual deferred maintenance expenditures should be at least 3 million dollars.

Without significant alteration of our current funding level, the quality of MSU facilities as well as the quality of the overall educational "product" will continue to decline.

Conclusions

Montana State University has become since the 1960s an outstanding university. The productivity of our researchers and teachers has increased and many new services have been contributed to the community of Bozeman and the State of Montana. We see no reduction in levels of performance at the present time. We want to assure you that the members of our faculty have maintained a high degree of dedication to teaching, research, and service. The dedication of faculty is an expression of its professionalism. But to insure that these contributions continue, financial support must be improved. We, like farmers and ranchers in Montana, are sustained by the phrase, "This is next year country." There is, however, a concern on the part of our faculty that hope for better things next year, or the year after that, is becoming a depleted resource.

We strongly encourage you to provide the salary increases and other monies for essential resources needed to support excellence in teaching, research, and those service activities which contribute to the welfare of all citizens in Montana.

We have addressed the connections or ties between a quality university faculty and the development of human resources and the economy. In addition to that association, we also want to emphasize the connection between faculty morale and commitment to the very best education that we can provide for students in Montana. Students have been understanding and tolerant of situations created by inadequate resources, but we have observed that they too have become discouraged in the past two years. We know that you are as concerned about their education and future as we are. They deserve the very best support we can give them.

Mr. Chairman, Members of the Committee, HIBIT 7

~~DATE Jan 30, 1989~~
~~HB NISU~~

The Museum of the Rockies was established in 1956 as a University/Community Museum. It has been an official part of the University and state assisted since that time. The state owns the facility as well as all of the collections and equipment, which were donated to the state (\$12.5 million worth). From 1978 to the present, University funding has increased from \$89,500 per year to \$145,000 per year and last session, the legislature granted a one-time \$100,000 biennial grant to help hire staff needed to prepare the facility for opening. In addition to salaries the state has provided for utilities and facility maintenance. At present, state assistance to the Museum amounts to approximately \$324,000 of a \$1.2 million operational budget - i.e. about 27%. What we are asking is that the state support an increase of 4% to a total of 31% of the projected \$1.9 million budget. Non-state operational support will increase by 6%. We believe that a responsible mix of state and private support, and grants and revenue are needed for adequate support of the Museum.

I appeared before the legislature in 1981 for help in funding an idea to plan a bold new Museum for the state. The legislature funded that idea with a Coal Tax Grant and the process of expansion was begun.

The plan received Board of Regents approval in 1984 and you approved construction in 1986!

In the meantime the staff, the Board of Trustees, and the University have raised \$7.2 million in private support of the new facility and the Trustees are committed to raising an additional \$2.3 million for exhibits as well as generating gifts, grants, and revenues of more than \$1.3 million per year for operations. And it won't stop there! As people "Catch the Femur" gifts, grants, and estates will continue to support the Museum in a big way - more than \$1 million a year if the past four years is any indication.

Why? Because this Museum will change forever people's lives - give them new educational opportunities, new insights, new pride in their heritage, new connections "to this land we all love."

On April 1st of this Centennial year, you

are invited to attend the opening of the State's newest museum - a gift to the people of Montana! No longer just an idea - now a reality!

What will this gift mean to the people of Montana?

It means new educational and cultural opportunities:

-Digging dinosaurs at the Paleontology Field School for the public at Choteau

-Kids learning about stars in their own classroom in the portable planetarium

-Finding the campfire and artifacts of Lewis and Clark near Great Falls

-World class dinosaur research and world-wide visibility for Montana

-Astronomy, dinosaur, and history curriculum materials for teachers

-Museum training programs for your local museums and historical societies

-The only major public planetarium from Minneapolis to Seattle and Denver to Calgary

-The only major paleontology exhibits in a state now recognized as one of the best in the world for paleontology resources

-A major archaeology and ethnology research and exhibit program

-The only historical archaeology program in the state

-A place for National and Regional exhibits that by-pass us now for lack of space and dollars!

And on and on - you saw the facility. You know what it can do- you know what we have done with very a limited state investment!

Now let's talk economic impact ——

Last year, in this country alone, 65 million people - 65 million learned of dinosaurs, of stars, of Lewis and Clark's camp near Great Falls because of the Museum of the Rockies. During the previous biennium that number was 50 million - Can you imagine what it will be with your help!

We will serve directly more than 1 million people over the next five years through visits to our facility and

outreach throughout the state.

What's all this worth? What's the bottom line —

The economic impact will be greater than 10.8 million biennially - i.e. at least ten times the investment we're asking you to make - \$10.8 million for an investment of \$747,535.

But what is it really worth in human terms?

What is the value of inspiration for a small child?

What does it mean for a kid of 68 to finally fulfill his lifelong dream of being a paleontologist?

What does it mean to a teacher to have the resources to teach effectively?

What is pride in Montana worth?

Your help is critical to the success of this program -

We can't raise support without a responsible show of state support **and** we can't run the facility without new staff!

Your support is crucial for the success of the Museum of the Rockies!



EXHIBIT 8 also part of
DATE Jan 30, 1989 ex#
HB _____

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Nancy Keenan
Superintendent

January 30, 1989

Dear Committee Chairman and Members:

Please accept this letter as written testimony of the need and value of the Museum of the Rockies to pre-college education in Montana. I know you are busy so I will make my remarks brief and to the point.

Museum education is a very important supplement to regular classroom science instruction and complements the laboratory experiences and hands-on activities required for quality science instruction.

The Museum of the Rockies has been an important resource for science teachers for years. It has been very supportive of the popular dinosaur dig workshops for teachers and students held each summer near Choteau, supports original research opportunities and professional experiences in paleontology for Montana teachers and was instrumental in preserving the Egg Mountain dinosaur site. They have worked closely with the Nature Conservancy, the Office of Public Instruction and the university system to expand these important teacher inservice opportunities.

The Museum has been an important resource and strong supporter of the Better Elementary Science Teaching Project (B.E.S.T.) a \$700,000 National Science Foundation grant awarded to the Montana Science Teachers Association for improving science education in Montana elementary schools. The Museum also provides assistance to the Montana Science Olympiad, the Thomas Alva Edison Science Institute, the Montana Science Teachers Association and the Montana Science Advisory Council. The astronomy inservice and planetarium outreach programs have been extremely popular with our Montana teachers. Thousands of teachers and children have benefitted, often right in their own school.

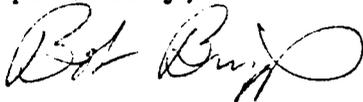
The Museum of the Rockies is not just a place for teachers and students to visit. It has many outreach programs that serve our teachers in many disciplines, not just science. The new museum improvements will add greatly to the services it will provide.

1
Rocky
Rounds

The opportunity to conduct seminars, bring in speakers, and conduct research are just some of the attractive assets of the new museum. Montana in general and Bozeman in particular will surely benefit from the tourism that the new Museum will produce.

This testimony has been brief for your convenience but I would be happy to supply additional details or answer questions concerning the value of the Museum of the Rockies to our state educational system.

Respectfully,



BOB BRIGGS
Science Specialist
Department of Curriculum Services

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S)

DATE Jan 30, 19

DEPARTMENT

MT. State Univ

NAME	REPRESENTING	SUP- PORT	OP- POSE
Deborah Schlegel	mt Library Assoc.	✓	
Carol Krause	Comm. of H. Ed	✓	
George D Anderson	CPA - MSU	✓	
Jerry Gostin	Registrar - MSU	✓	
✓ John Ramage	MSU	✓	
Wayne R. Larson	MSU	✓	
✓ David S. Nelson	MSU	✓	
✓ John J. Jutala	MSU	✓	
✓ Michael Miller	MSU	✓	
Stacy Farmer	ASMSU	✓	
Thomas P. Upton	ASMSU	✓	
Rick Archuleta	ASMSU	✓	
Richard Miller	MT State Library		
Catherine Meyer	Museum of the Rockies	✓	
Joyce M. Grande	Museum of the Rockies	✓	
Richard S. Carlson	IPA, COLLEGE OF ENGR, MSU	✓	
Michael W. Hager	MUSEUM OF THE ROCKIES, MSU	✓	
MARTIN WESTLAND	SELF		
Maureen Aldredge	Librarian - MSU	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.