

FACULTY SENATE
MARCH 20, 2013
346 LEON JOHNSON
4:10 PM – 5:00 PM
MONTANA STATE UNIVERSITY-BOZEMAN, MONTANA
Minutes

Members Present: Bennett (English), Cantalupo (Ag Ext), Durham (COB), Engel (LRES), Gerlach (BCE), Davis for Greenwood (Math), Harney (Music), Herbeck (Ed), Kaiser (ECE), Larson (M&IE), Letiecq (HHD), Lynch (Psych), Mokwa (CE), Moreaux (A&RS), Newhouse (Art), O'Neill (Arch), Reidy (Hist & Phil), Donahue for Rossmann (Library), Sharrock for Dougher (PSPP), Swinford (Soc/Anthro), Wiedenheft (IMID), Zhu (CS)

Others Present: Gary Brester, Larry Carucci, Walt Banziger, Bob Lashaway, David Singel, Martha Potvin, Ron Larsen, Gary Brester, Deborah Haynes, Terry Leist, Dan Miller

Chair- elect Mokwa called the meeting to order at 4:10 pm, and a quorum was present.

Background and Charge of the Classroom Committee (CC) – Walt Banziger

- The CC is a an advisory committee which helps to make recommendations for the future of Registrar controlled classrooms to UFPB, which subsequently advises the President on classroom construction/renovation;
- Membership includes all strata of the campus population;
- Links for Classrooms and Learning Spaces Collaboration, Registrar Classroom Renovation (project priorities grid), and MSU Classroom Design Guide may be viewed on the CC web site:
<http://www.montana.edu/aircj/coms/class.html>

Credit Hour Definition Document – Larry Carucci

- The United States Department of Education requires that each institution develop a written credit hour policy that defines what constitutes a credit hour of instruction at the institution. Accreditation agencies are tasked with ensuring that the institution's credit hour definition conforms to the definition of a credit hour outlined in the Federal Register. MSU has a draft policy which Faculty Affairs and Faculty Senate are reviewing. There are two components to the draft.
 - Traditional, Seat-Time-Based Approach
 - Made up of one hour of seat (classroom) time per week and two hours of prep time, or more, per week, and when combined and averaged over the semester, equals 45 hours. Ultimately, 120 credit hours are needed to graduate from MSU.
 - Alternative, Outcomes-Based Approach (AOBA)
 - Credit may also be awarded for an amount of learning "equivalent" to learning in a seat-time-based course as documented by intended learning outcomes and verified by assessment of student achievement.
 - May describe an online course taught in a different way throughout the semester that does not satisfy the traditional 45 hours seat time in class, and the professor determines the outcomes and the student must meet those criteria. When there is no equivalent seat-time-based course for comparison, the equivalent effort required for the proposed number of credits must be established by the instructor when the new competency-based course is proposed. The equivalency will be reviewed and must be approved by the C&CP, Dean's Council, and the college's C&PC (if they have one).
 - Applying the alternative approach to online classes is challenging. Faculty must make a distinction of difference between a bricks and mortar university and an online university (other than just classes taken virtually) and why the added value they bring to their classrooms is so essential.
 - AOBA should accommodate faculty, who teach a course and are less concerned about the student satisfying the traditional 45-hour seat time, than the established student learning outcomes. It might take the student more or less time, and when they receive the credits, they advance.
 - AOBA is not intended to have students "challenge out" of a class. That option is already available and is stated in the online catalog, "Challenge provides the opportunity to earn college credits and grade points without formal course enrollment. A student, who has completed the work of a college course on his or her own initiatives and time, may, with the approval of the student's academic advisor, the instructor, the department heads, and the college deans, take a comprehensive examination in the subject matter of the course." (please refer to ADVANCE STANDING BY CHALLENGE in the MSU catalogue)
 - AOBA is for faculty to teach the course in a different way and have defined criteria of what the learning outcomes are to be. And while it is not a requirement for students to sit in class for 45 hours, it may accommodate a particular student more favorably. Examples:

- Math courses where some students do not need much time to understand, for example, calculus, than other students who need more time.
- Architectural field work where a professor may teach students a system of how to document buildings and construct drawings from it, but the inevitability of the student's success at those skills and outcomes, depends on how well they are able to master them.
- Non-traditional student.
 - AOBAs are defining one credit hour, generically.
- Discussions directed to the specific draft language:
 - Assessment of student achievement should be carefully weighed and executed. For example and in the case of teaching financial counseling, a student may successfully complete all the tests, which exhibit only a portion of a student's competency and assessment. However, observing the success (or not) of the student conducting financial counseling is pivotal in their learning outcomes.
 - If learning outcomes include "course experience" such as class participation and discussion, then the student should be required to engage in those activities to receive credit.
 - The draft language, to make it clearer, might be written as follows: "The faculty may have the opportunity to create courses using this approach...."
 - A senate member noted that independent readings and directed studies are already being implemented in courses. These stated activities seem to be redundancies of what is being articulated in the AOBAs.
 - Separating individual students getting credit and professors offering courses should be more distinctly noted.
- Provost Potvin reported on HB 317, "An act allowing the Commissioner of Higher Education to develop criteria for awarding credit for learning through military service and to submit the criteria to the BoR for approval; and providing an immediate effective date."

Materials Science PhD – Chair-elect Mokwa

- The most recent version of the proposal, the AAAS report, and comments from the APWG are posted on FS web site.

Performance-Based Funding (PBF) – Chair-elect Mokwa

- HB2, a major funding bill, was approved. It has a major funding component of \$15M, which will be distributed in 2014 and in 2015, where half will be earmarked for PBF. Senate might want to add a quality education metric component. A consulting firm, Public Agenda, will be on campus on April 11 to discuss PBF with faculty and to gather data. Documents on PBF are posted on the Faculty Senate website.

Other Business- Chair-elect Mokwa

- HB13, pay raise, is still in committee where changes are being made. It will be brought to committee again, and voted upon.

As there was no further business, the meeting adjourned at 5:08 pm.

Signature,
John Neumeier, Chair

Signature
Robert Mokwa, Chair-elect

Minutes were transcribed by Gale R. Gough, Administrative Associate, Faculty Senate.