

FACULTY SENATE
SEPTEMBER 11, 2013
346 LEON JOHNSON
4:10 PM – 5:00 PM
MONTANA STATE UNIVERSITY-BOZEMAN, MONTANA
Minutes

Members Present: Bennett (English), Bolte (Music), Cantalupo (Ext), Christopher (HHD), Dougher (PSPP), Eiger (Cell Bio & Neuro), Franklin (Micro), Gannon (Chem & Bio Eng), Gibson (NTT), Greenwood (Math), Herbeck (Ed), Herman (NAS), Hostetler (GC), Hughes (CBN), Igo (Ag Ed), Kaiser (ECE), Kohler (Chem & Biochem), Larson (M&IE), Lynch (Psych), Malovichko for Babbitt (Physics), Martin (Mod Lang), McMahon (Ecology), Miller (CE), Moreaux (ARS), Newhouse (Art), O'Neill (Arch), Reidy (Hist & Phil), Rossmann (Library), Swinford (Soc/Anthro), Schachman (Nursing), Smith (Ag Econ Econ), Waller (Hist & Phil), Wiedenheft (IMID), Wilmer (Poli Sci), Zabinski (LRES)

Others Present: Larry Carucci, Robert Mokwa, Waded Cruzado, Martha Potvin, Terry Leist, Ron Larsen, Leila Sterman, Chris Fastnow, Clayton Christian, George Haynes, Peter Fields, Camie Bechtold, David Singel, Valerie Copie, Ben Smith, Deborah Haynes

Chair Mokwa called the meeting to order at 4:10 pm, and a quorum was present. The minutes of September 4, 2013 were unanimously approved.

Announcements – Chair Mokwa

- There will be no senate meeting next week, as Chair Mokwa and Chair-elect will be attending the BoR in Butte. BoR sessions may be viewed live on line by clicking on this link: <http://mus.edu/board/meetings/LIVE.asp>
- The agenda for the BoR meeting may be viewed at: <http://leto.msu.montana.edu/board/meetings/agendas-and-minutes.asp>

Clayton Christian – Commissioner of Higher Education

- Commissioner Christian spoke on the following topics at the behest of Chair Mokwa:
 - Interrelationship between the BoR, OCHE, legislature, and the campuses.
 - The Montana Constitution, Article X, section 9, grants governance authority over the MUS to the Board of Regents (Board), with seven members appointed by the Governor. The Constitution charges the Board with hiring a Commissioner of Higher Education who serves as its executive staff. The Office of the Commissioner of Higher Education (OCHE) is the state-level administrative organization that provides management support and administrative leadership to all educational units and research and public service education agencies, for student support/assistance programs, and for financial aid functions of the MUS. The Montana Constitution extends governance authority over the MUS to the Montana Board of Regents but leaves the power to appropriate state funds for the MUS to the legislature.
 - The budgeting process is beginning for the next session. Campus budgets from across the MUS are rolled up into a system-wide budget and negotiated with the governor's budget to come up with a base budget to represent the entire system and give it direction.
 - National trends are monitored. The commissioner's office tries to balance the MUS with some programs and initiatives however, Montana does not have the infrastructure to embrace them all.
 - The OCHE tries to balance the country's main objective, which is to see a higher percentage of post-secondary credentials, and the underlying goal of the MUS, which is to make a college degree more affordable for a Montana family.
 - Legislative opportunities of 2013 allowed money to be granted for present law adjustments. The Montana constitution allows autonomy however, Resolution 13 asks the MUS to be more accountable, to focus on completions and timely awarding of degrees. Discussions lead to Complete College America.
 - Complete College America (CCA) is a national effort, to work with a consortium of 36 states, to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.
 - Degrees may range from certificates to graduate degrees.
 - Performance Based Funding is one of the five main bullet points in Complete College America's list of the justifications for state leadership.
 - By subscribing to Complete College America, \$7M in funding was brought to Montana.
 - Performance Based Funding (PBF)
 - High quality education is in the forefront of the PBF strategic plan.
 - PBF will help bolster completion and retention rates.
 - PBF has attracted a new level of additional funding which has already been infused into the state.
 - In the beginning, PBF's immediate ascent is attributed to the fact that OCHE had committed to the program and funding had already taken place in the second year of the biennium. Going forward, the Developmental Educational and the PBF task forces, offshoots of PBF, will work closely with the MUS faculty and take a broader approach to its implementation.
 - PBF is a vehicle by which a family may afford a higher education, since the credit hour cost is not going to decrease.

- Questions from senate:
 - How much is driven by Lumina?
 - None is being driven by it; some is being funded by it. We try to be as optimistic as we can and use funds where we can get them. CCA is partly funded by Lumina and The Gates Foundation and others. We are not going to let those grant opportunities drive the agenda. But where the grant opportunities exist to help fund the agenda, we have taken advantage of them. We, being you, the faculty, the BoR being responsive to Montana legislators, that needs to drive the agenda in Montana; it needs to be Complete College in Montana. I'm 100% committed to seeing that that happens.
 - Are there specific quality metrics in this PBF? For example, how would Rhodes Scholar numbers be handled?
 - No, there are not any prescribed at this time. But there are plenty of conversations about that not only in CCA, but on the national scene. There are books written, thoughts, conversations, about how we measure that – completion agenda and what completion outcomes driven assessment is. I think there is a lot of work to be done. I think we need to be a part of it so ultimately we don't measure the wrong things, too. We don't have a great definition of quality, today. We have a sense of what we think it is, as a community, but we aren't requiring every senior walking out of here to take an assessment test and measure that quality. We're not saying that should happen, but that's part of that conversation and we need to make sure we are part of that to see where that goes. Ultimately, faculty need to be responsible for the quality of courses, education. Accreditation has a role in that and there are other things. We are being asked more and more to define the outcomes and quality will be a piece of that definition.
 - Britain walked down this route about a dozen years ago and it has been a disaster. It has wasted approximately one month of approximately half of every department faculty member's time. This is a very dangerous walk down in terms of developing numerous metrics.
 - We will be eventually be told how we can improve and why we are a failure, now? Additionally, when students come from high school or junior colleges into my department, they have to start over. Has anything been done to better prepare students coming to college at the high school level?
 - The development education conversation is a big part of it. One of the main drivers, the third point in CCA, is dual enrollment and how that can help. I think we have to find a way to get better engagement from high school students, better senior engagement, in particular. That they come to us much better prepared than they are, that they come to us without that senior burnout gap at that time. And we take it from there moving forward. That's absolutely part of the conversation. Those that don't come to us, need some more developmental education. I think we need to do better as a system and we need to integrate them better and get that developmental education work behind them that they get into their gateway courses and be successful in them. Certainly not going to define this as a failure by any means. We know, compared to other countries, we need a greater percentage on Americans with post secondary education. This is not meant to be punitive. It is a fact of life. We have fallen behind in our production. We need to make sure for the quality of life in this country and the economic vitality that we see a larger percentage of Americans with a postsecondary degree. I personally think this is a compliment that we are needed and are valued. I don't take it at all that we are failing at what we are doing. We need to be more successful.
- The rest of the world thinks our universities are great, so I don't know why we are doing so poorly if we are so great. I don't think anyone in this room is working any less than the hardest they can. I don't know how this effects your moral.
- Chair Mokwa stated that the faculty senate steering committee meetings will discuss the CCA, PBF structure in the next few months. Public Agenda, an outside consultant, has been hired through the OCHE, to help facilitate the programs and acclimate faculty. There will be lengthy discussions about what the metrics will look like and Chair Mokwa encouraged faculty to become involved.

Annual Report on Athletics - George Haynes, Camie Bechtold, Peter Fields

- As the Faculty Athletic Representative, George Haynes has three areas of responsibility:
 - Academic Oversight – Oversees how well athletes are doing in their academic studies;
 - Institutional Control Issues – Monitors violations, compliance education; and
 - Student Welfare – Monitors how well the athletes do in their academic and athletic experience.
- President Cruzado has asked athletes to set the standards for the MSU campus and the Big Sky Conference.
- Athletics Survey
 - The Exit Survey addressing the athletes' experience overall, as well as by gender, in strength and conditioning, sports medicine, academic service, coaching and administration show an approval rating above 80%.
 - The Student Well Being/Satisfaction with MSU Experience survey indicates that athletes, overall, as well as by gender, have an 80% or higher approval rating in all categories, except in one, Even with Athletics, I have Time for University Activities Outside of Class, which was less than 40%. The Time Demands Exit Survey indicates that student athletes are so busy that they do not have time for anything else. By minority status, however, the overall statistical data shows they are less satisfied with their MSU experience overall. The Athletics Department will focus on how to improve in this area.

- Following Weaver State’s model, and Title 9, athletes were surveyed for the first time overall, by gender, and by minority, in a number of areas, by their experience or witnessing, which included, but were not limited to, sexual harassment, sexual assault, mistreatment by coaches, etc., and all were either at 5%, or lower, except in the category “Non-sexual, verbal harassment” which had a 20% rating.
- The Undergraduate Scholars Program, in partnership with MSU Bobcat Athletics, has an undergraduate research publication, The Big Sky Conference Journal, designed to showcase student research pertaining to athletically relevant topics. The publication features a contest open to research and scholarship in all disciplines, including but not limited to exercise science & kinesiology, nutrition science, biomedical sciences, economics, and social sciences. This year Kevin Ferris and Trevor Polson received \$1,000, each, for their submissions. The website is: <http://skyline.bigskyconf.com/journal>

As the Senior Associate AD for Compliance/Students Services/SWA, Camie Bechtold highlighted academic successes and eligibility benchmarks of the athletes (must be towards primary major and may not include coursework towards Minors).

- Must pass 6 credits towards their degree each term;
- Must pass 18 credit hours in fall and spring together that cannot be made up during the summer;
- After a year, freshmen must have 24 credits;
- Entering into their second year, 1.8, during year two, 1.9, thereafter 2.0 cumulative GPA; and
- Percentage of degree must be 40%, 60%, 80%.
- Perceived problems in achieving their benchmarks:
 - Changing majors;
 - Grade changes; and
 - Single Section Courses.
- The academic progress rate, a 4-year average, measures eligibility and retention of those on athletic aid, where 1000 is 100% as prescribed by the NCAA. MSU has met or exceeded its benchmark of 925 during 2011-2012. After the 2013 data is submitted, a benchmark of 930 will be required and penalties enforced if not met. There is an staffed Academic Center with services for the athletes
- MSU had few NCAA infractions in 2012-2013, all of which have been acknowledged and corrected.

Budget Report – Peter Fields, Director of Athletics

- Some money for athletics is directed through the university, although athletics is asked to raise more of its own money.
- Revenue includes:
 - Bobcat Club contributions mainly used for scholarships and total about \$4M/year.
 - \$2M in fee waivers from MSU, but athletics raises about \$1.2M.
 - Royalties, NCAA, Big Sky Conference also contribute to revenue. MSU is the only FCFS that receives money from their conference;
- Expenditures include:
 - Scholarships, making up the largest portion;
 - Salaries and benefits making up the second largest portion of expenditures;
 - Travel, a very expensive endeavor and makes up the third largest expenditure percentage.
- A senator asked what happens to an athlete after they have been reported for not doing well in classes.
 - Peter Fields stated that concerns go to the athletics academic center staff and coaches. The athlete is then instructed to meet with the professor.
- Faculty were acknowledged and thanked for what they do for the athletes and all students.

As there was no further business, the meeting adjourned at 5:07 pm.

Signature,
Robert Mokwa, Chair

Signature
Michael Reidy, Chair-elect

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