

DRAFT
FACULTY SENATE
September 24, 2014
346 LEON JOHNSON
4:10 PM – 5:00 PM
MONTANA STATE UNIVERSITY – BOZEMAN, MONTANA
Minutes

Members Present: Adams for DeWeese (Art), Babbitt (Physics), Brown (JJCBE), Bolte (Music), Bonnand (Library), Cantalupo (Ext), Gannon (Bio & Chem Eng), Geyer (Math), Hendrikx (Earth Sciences), Herbeck (Ed), Larson (M&IE), Lu (PSPP), Martin (Mod Lang), McMahon (Ecology), Merzdorf for Engel (CBN), Miller (CE), Mosley (ARS), O’Neill (Arch), Qiu (Physics), Seright (Nursing), Shanahan (Political Science), Smith (Ag Econ Econ), Swinford (Soc), Waller (Hist & Philosophy), Wathen (HHD), Zabinski (LRES)

Others Present: Kenning Arlitsch, Tracy Dougher, Larry Carucci, Aurelien Mazurie, Tracy Ellig, Karlene Hoo, Terry Leist, Martha Potvin, David Singel, Leila Sterman, Robert Mokwa, Ilse-Mari Lee, Cindy Stillwell

Chair-elect Babbitt called the meeting to order at 4:10 pm, and a quorum was present. Minutes from the September 10, 2014 meeting were unanimously approved.

Curriculum and Program Review – Chair-elect Babbitt

- Babbitt reminded senators to view the posted undergraduate and graduate courses for review on the FS website: <http://www2.montana.edu/facultysenate/>
- Babbitt recapped the Course and Program Approval Process:
 - Courses will come to senate from Curriculum and Programs Committee (CPC). Reidy will announce that they are posted on the FS web site; Senators will be required to review them and make comments/recommendations by emailing them to facultysenate@montana.edu Courses with unaddressed comments/recommendations will be brought to Senate for discussion and vote. SC will vote to accept the other courses after being posted for 10 days.
 - Programs will be voted on in senate after being vetted through CPC or UGC and the Academic Programs and Working Group and after being posted for two weeks on the FS web site.

All-Faculty Meeting, October 1, 2014 – Chair-elect Babbitt

- On May 6, 2013, an all-faculty meeting was held to prioritize issues about what faculty believed to be of utmost importance to the quality of education at Montana State University. That information was used to create a list, of which the top four (4) priorities included:
 - Carnegie Tier 1 status
 - Salary issues
 - Growth issues (enrollments, facilities, faculty lines, classrooms, etc.)
 - Maintaining quality (students, teaching, research, space)

On Wednesday, October 1, 2014, 4:10 – 5:00 pm, 346 Leon Johnson, an all-faculty meeting will be held to discuss how best to address these faculty priorities in both the long term and the near term, and implementation this academic year.

Recap of BoR Meeting, September 16-18, 2014 – Chair-elect Babbitt

- The BoR celebrated the 100th year anniversary of the Smith-Lever Act which established the cooperative extension service allowing a network of educators to extend university research, knowledge and services to rural communities throughout the state.
- The Museum of the Rockies gave a presentation, “Bringing the World to Montana; Sharing Montana with the World.”
- There were copious discussions about two-year colleges, dual credits, and a policy was passed to implement student completion of developmental courses by their third semester at MSU.
- Depending on final enrollment numbers, it appears the MSU budget is roughly up half a billion dollars, or 10%, from last year.
- All promotions for tenure were granted.
- The Center for Mental Health, Research and Recovery, the proposal Faculty Senate supported and passed last year, was approved and will allow collaboration among all MUS campuses.
- Provost Potvin made a presentation about the mission of MSU.

Dr. Karlene Hoo – The Graduate School

- Dr. Hoo, Dean of the MSU Graduate School who began her career at MSU 9 months ago, gave a presentation on the current status of and future aspirations of the Graduate School.
- An organizational chart of staff in the school shows nine staff, two of which are part time. Areas of expertise include: Assistant to Dean, HR/Fiscal Mgr; Admissions Director; Grad Program Director; Degree Program Auditor; Multi-disciplinary Programs; Students Services Advisor; Systems Analyst.
- FY14 numbers show \$1M was invested in graduate education:
 - Recruitment 463K
 - PhD Enhancement 324K
 - Fellowships 98K
 - Travel 41K
 - Tuition Waivers make up \$277.7K and cover most departments and one college.
 - Interdisciplinary Programs - \$245K
 - Strategic Investment - \$46K
- Tuition numbers:
 - There was a 7.5% increase in enrollment in 2013 and although not all data is in, 2014 shows an increase as well.
 - Doctoral degrees show a 14.5% increases from 2012 to 2013, as do Master’s degree which are up 0.5% from 2013 to 2013, and 0.9% from 2013 to 2014.
 - Gender data from 2012 to 2014 consistently show more females than males enrolling at the graduate level.
 - The recent Counsel of Graduate Schools (with a membership of 655 institutions) survey data shows that in most graduate schools across the country and in 2012-2013, there was a 0.2% decrease in enrollment; MSU showed an increase, however.
- Degrees awarded:
 - 12-13 49 PhD 507 Master’s 22 female doctoral
 - 13-14 56 up 14.3% 486 up 4.3% 22 female doctoral
- International student numbers (based on data from India and China)
 - On average, applications have risen from 2012 to 2014 by 43.5%. Although a large number of students are admitted, only about 60% enroll. There is expressed interest in the STEM program.

- Degrees by Colleges in 2013-2014:
 - Ag - 40
 - AA - 45
 - EHHD - 136
 - L&S – 119
 - NRSG – 28
 - ENG – 51
 - JJB – 28
 - GS -119
- Facts:
 - 18 Doctoral programs
 - 54 Master’s programs
 - 18 Certificate options
 - 19 Online programs
- PhD’s/EdD’s
 - AG - 7
 - EHHD – 6
 - ENG – 11
 - LS – 32
- MSU’s Strategic Plan
 - By 2019, there are a number of targets:
 - 3% growth/year, or a total of 2,350 students, enrolled in a graduate program;
 - Eighty doctoral degrees to be awarded;
 - 2% increase every year, or 625 graduate degrees;
- How is MSU to achieve these goals?
 - From conversations among the Provost, VPR and the Graduate School, investing in students may be achieved by:
 - Streamlining the admissions process using:
 - College Net
 - Student Portal
 - Department Portal
 - Contributing to students’ academic success by monitoring their progress and ensuring the quality of their educational experience;
 - Increased the faculty participants on the Graduate Council with all colleges being represented.
 - Offering more fellowships;
 - Increasing student waivers; and,
 - Providing travel awards.
- Investments in Graduate Degree Programs
 - The new Materials Science program is a coordinated effort by three campuses. Faculty, the provost, VPR and Graduate School have all invested resources to make it successful.
 - Pending graduate programs include:
 - PhD in Education
 - Master’s in Nursing
 - Investing in new research faculty by providing tuition waivers.
 - Investing in existing faculty by providing tuition waivers and help to create the transparency needed to see academic progress among students.
 - By ranking programs, they will be more attractive to students, it will convince the public to support the research, and convince donors to give.

- The Graduate School Annual Report included:
 - Degree Program Highlights
 - Featured Programs & Partnerships
 - Celebrating Faculty Excellence
 - Celebrating Student Excellence
 - Celebrating Generosity
 - Making a Donation to the Graduate School
- Future Plans
 - Enrollment
 - Centralize recruitment for STEM doctoral programs
 - Communication
 - Orientation for new faculty on graduate advising: Oct. 6, 1:00–2:00pm, Strand Union
 - Coffee talks: monthly
 - 3-minute videos of student research
 - Annual report
 - Quality
 - Assessment: program learning outcomes
 - Exit Survey: program/advising/experience satisfaction
 - Development Foundation: donate to the Graduate School
 - 2-year fellowships
 - Travel awards for existing graduate students
- Discussions ensued:
 - A faculty member asked what the Graduate Council is working on. Also, if faculty have ideas about the graduate program, who do they contact?
 - Dr. Hoo stated that the Graduate Council is reviewing the current policies. Are they relevant to today's students? Do they represent the differing cultures of the different colleges? Ideas may be brought to Dr. Hoo and she will bring them to the council.
 - Is the level of resources increasing as is the plan to increase enrollment, or are we to use the same level of resources?
 - Dr. Hoo explained that it's not just about graduate resources; it is the grad student and the committees not adhering to a timeline for progression. Example: The progress report for the doctoral student should be filed in the third term of their studies. It may then be reviewed to determine what courses they are trying to take and what comprehensive examination or qualifying exam, etc. needs to be taken. What we are not seeing is the follow-through from the student and the committee members. Many times, students in their fourth year have not filed a program of study and as a result, wait another year. Rather than more resources, it is more of adhering to a timeline of what needs to be done to track students' progress moving forward. Degree Works will help by showing the progress. Also, it is the students' responsibility to keep track. There is a limit, however, to how many students you can track and monitor and that eventually affects quality. Colleges, Deans, etc. should have conversations about the infrastructure, and how quality is severely effected.
 - A senator stated that if you are planning to increase the output of grad students, you must expand TT faculty positions. This issue should be addressed by the president and provost if total output will increase by roughly 40% per year.
 - A senate member remarked that 1/3 of the budget is PhD enhancement appears to be working with the 11.6% increase in PhD students. He asked (1) if those were one-time only funds, or (2) part of the baseline budget and (3) if the funds were sustainable.

- Dr. Hoo responded that one may apply for the PhD enhancement at least two times. She hopes that the success rate will enable continual growth. She is optimistic that enhancement will not decrease and encourages more departments to apply.
- Funding for GTA's and tuition waivers – do they come from IDC's or the institution?
 - Dr. Hoo answered that the teaching assistantships come from the base fund from instructional resources, as do the tuition waivers, respectively. Research grants cover the waivers for the students and are written into grants. With new students coming in the door, however, that does not apply and requires a different conversation.

As there was no further business, the meeting adjourned at 4:56 pm.

Signature,
Michael Reidy, Chair

Signature
Randy Babbitt, Chair-elect