FACULTY SENATE
NOVEMBER 16, 2011
LEO JOHNSON 346
4:10 PM – 5:00 PM
MONTANA STATE UNIVERSITY-BOZEMAN, MONTANA
Minutes

Members Present: Biber (Music), Burrows (Ext. On Campus), Eiger (CBNP), Eitle (Soc/Anthro), Kohler for Lawrence (Chem/Biochem), (Lansverk (Eng), Lynch (Psych), Martin (Mod. Lang), Neumeier (Physics), Newhouse (Art),Reidy (History)

Others Present: Steve Cherry, Ken Bowers, Mike Franklin, Linda Karell, Sue Monahan, MaryAnne Hansen, Phil Gaines, Hugo Schmidt, Terry Leist, Doug Downs, Richard Smith, Tom Hughes, Carol Kluhan, Richard Rehberger, Janice Heiss-Arms, Jeff Hofstetler, Carol Kluhan, BobHietala

Chair Lansverk called the meeting to order at 4:10 PM. A quorum was present.

Announcements:
Chair's Report – Chair Lansverk reminded faculty to attend the two Facilities Services listening sessions in the coming days, at which time administration will decide whether a task force, or external audit should be organized. Faculty were asked to participate in the Faculty Handbook-mandated administrative reviews surveys, originating from FS. It was noted that U of M shares their admin review data within a closed executive/personnel session and Chair Lansverk would like to emulate that process in the future. Chair Lansverk would like to schedule additional conversations in FS with GCP (beyond today's discussion) to answer queries about our relationship with them and MSU, as CORE and AA degrees are developed. Chair-elect Neumeier announced that at the upcoming BoR meeting, FS would like to showcase a student/faculty relationship via curriculum advising, project mentoring or a research project. Faculty who have ideas/student recommendations should contact Neumeier at neumeier@physics.montana.edu

Gallatin College Programs Geneal Overview:
GCP discussed their programs and how they integrate into MSU in terms of the organizational level, financial model behind it and the interface between this body and curriculum/curriculum approval processes. Dean Hietala and three attending faculty presented information and were available for questions. The Deputy Commissioner of Two-Year Education, John Cech, was also in attendance. Hietala gave a quick overview about how two-year education is taking hold in Montana citing that there are 21 units across the state that deliver a two-year education because of our unique demographics. There are 5 colleges of technology and two universities that deliver two-year educations (MSU Northern, U of M Western in Dillon), two college programs (Bitterroot, Hamilton) and GCP, and two educational centers. There are three community colleges and 7 tribal colleges. Twenty-five percent of all Montana college students are at a two-year college; nationally it is around 46%. Montana does not have a very robust two-year system. Less than 2.5% of Montana high school students are engaged in dual enrollment courses that is, taking university level classes simultaneously while in high school, getting credit for both. Other states are closer to 5%. Enrollment of 25-49 year olds is the traditional age group attending two-year colleges. In the US, for every 1000 people, 21 are students in a two-year college; in Montana that number is 9. All this adds up to the College Now initiative, funded through the Lumina Foundation which is helping the BoR to develop the two-year system throughout the state. In the near future, MSU will offer a listening session on that topic. The history of Bozeman's two-year education began 11 years ago. The College of Tech in Great Falls began offering outreach and remedial courses in downtown Bozeman. Developmental coursework on campus began in 2005 with the aviation program. Years after that, additional two-year programs were added, the unit grew, and organization and student services were challenged. Finally, in May 2010, the

BoR approved the administration of the two-year program be moved to Bozeman. Following that, administration of these programs was transitioned from Great Falls COT to GCP at MSU. Current programs include work force programs, one-year certificate in welding, associates in aviation, associates in interior design, and associates in design drafting, one-year certificate in bookkeeping and medical assistance. Developmental education is a new offering and this fall semester, 684 students are enrolled, the bulk of which are MSU students. GCP also participates in dual enrollment with local high schools. The workforce program has 207 students. This group has been growing with new and existing programs and has taxed GCP's capacity. Comparisons between other two-year colleges throughout the state reveals that the Gallatin Valley growth potential, within a 50 mile radius, is 105,000 people and would eventually hit 500 FTE. Because GCP is a start-up college, funding will be tapped out quickly. Additionally, some of the applied programs are very expensive (dental hygienist program, e.g.). GCP will apply for grants and ask local industries for contributions to help with continual funding. The facility needs would include space, which is already is demand, as well as dedicated classroom for specific programs (e.g., medical and dental assist programs). The City of Bozeman passed a resolution and funded GCP for 2.5 years (equivalent to 1.5 mills out of their budget, or $124,000, annually); at the county level it would translate into $375,000, but this has not yet been contributed) to take money and develop programs for the community. Other municipalities in other areas of the county might want to also contribute, but how to attach existing legislation is a challenge. As a frame of reference, the other 5 COT's receive 1.5 mills from their counties, but money goes into the general fund. The three community colleges are governed independently, have local boards, are affiliated with, but are not technically part of the MUS and have their own levies attached to them. Nevertheless, by state statute, the BoR are the *coordinators* of the three community colleges and approve their budgets, curriculum and set the minimum calls for faculty hires.

GCP is located in Hamilton Hall, occupying all of the second floor and part of first floor. For developmental purposes, enrollment in tutoring, advising and faculty interaction with students has increased since moving from Culbertson to Hamilton. After building the new high school, there were vacancies that GCP retrofitted for their purposes to teach evening classes. Ideally, a future facility would be on the edge of MSU providing access to both community and campus. This semester there are approximately 50 classes, and there are currently 270 FTE. When these programs transitioned from Great Falls, GCP changed its accreditation and it is now through MSU. Also, GCP enrollment is part of MSU's enrollment, as is its governance structure, and GCP relies on MSU for admissions and other student services. They reported that they support and compliment the work of colleagues in other colleges on campus.

Differences between GCP and MSU include students' two-year college tuition rate and the fact that GCP's financial model is separate from other colleges. GCP has a different collective bargaining unit in Montana and, as a result, has a different pay scale for faculty and adjuncts. Tuition is $99/credit and is comparable to the other two colleges; Four year is $211/credit. GCP has proposed that these students not live on campus, as the two-year community college experience is different than the four-year college experience. GCP has not established a residency requirement, yet.

Missoula and Billings offer transfer degrees. A FS member queried what percentage of students transfer to four-year universities for degree completion. GCP commented that it depends on the program/student/what their focus is and that absolute numbers would be reported to FS members after the meeting. Another FS member queried how the two-year program has worked at U of M and if it removed students from the four-year campuses. GCP responded that U of M has been trying to position their College of Technology to accommodate those students who are not able to initially meet the flagship requirements and, only after taking two-year courses, would be eligible. The other market U of M is targeting is the 25 years, and older, student who may only have a high

school diploma, who has a GED and would like to get an AA or would want to go back to college to be more competitive in the job market.

Transferability

GCP's proposed transfer degree (Associate of Arts, Associate of science and Certificate of General Studies) are designed to serve those who must take courses in the evenings, online and are looking for general course work.

FS discussed the fact that Bozeman High School students might attend GCP instead of MSU through these tight economic times and that is understandable. However, they might attend simply because of GCP's presence on campus, and that would impact MSU's writing centers, seminars and the normal trajectory of students engaging in a four-year educational experience. GCP remarked that it does not want their courses to be structured parallel to MSU's courses rather, they would be teaching at Bozeman High, Belgrade and if a family cannot afford a student to a four-year institution and a student is working and would like to take courses in the evening, then GCP would accommodate those situations. GCP stated that the philosophy behind their transfer degrees is to encourage students to transfer and then continue at MSU.

FS believes transfer degrees are the key issues of overlapping missions between the two institutions. FS queried how students are positioned and how do they emulate the first two years of a four-year college experience when the two groups of students are different learners and some may need remedial course work. FS continued by asking GCP what the Associate of Sciences degree prepares the GCP student for, when it only requires a total of 9 credits in the natural sciences? What bachelor's degree does that lead to when an MSU chemistry student has already completed 41 credit hours of chemistry within that same period of time?

GCP stated that the Associates Degree in Science and Associate Degree in Arts are 60 credit hour degrees. Within the Associate of Arts, there are 9 credits specifically in arts/ humanities, and 9 credits, on the science side, in the sciences, as well as the CORE, as well as 21 credits which are elective. Students, through advising, would be taking more science course work, depending on what their educational goal is. If their goal is, for example, to study cell biology, then they would take their 21 course electives and be taking more classes in biological sciences.

FS queried if the plan, then, is to have GCP offer all the courses MSU currently does in their first two years. GCP stated that it depended on enrollment. GCP cannot offer a whole breadth of courses unless they have the enrollment. Through the advising process, however, GCP will help the student reach their educational goal. If the student needs courses GCP doesn't have, they will advise them to transfer and take course where it makes the most sense.

Course numbering has been down through the common course numbering via the state through Great Falls, where GCP originated from. A FS member stated that some of the pre-medical programs at MSU appear to have the same descriptions as those given at GCP, with different course numbers and very different content.

FS queried how two different units inside of a university system could offer courses without cannibalizing each other. GCP stated that the outcomes taught at MSU should be the same as those at Great Falls. GCP math faculty stated that he regularly collaborates with faculty at MSU about course content/development.

Certificate in General Studies (CORE Certification)

The proposed Certificate in General Studies at GCP would students a certificate upon completion of all 30 credits of their CORE requirements. This block of CORE classes can then be transferred to other MUS campuses to satisfy the University CORE. FS responded that MSU does not require that a major has all its CORE classes taken over the

course of 2 semesters. Typically, MSU students satisfy their CORE requirements by taking, on average, only 6-9 credits of CORE during each of their first four semesters. The philosophy is that interspersing classes in a major with CORE classes enables students to grow intellectually, sample a broader array of subject areas, and hone skills while simultaneously working toward their respective major degrees. This approach provides a liberal and practical education. FS wondered whether the Certificate in General Studies was in the spirit of this philosophy.

Medical Assistant Program:

It is a one-year program where courses are applied; the students sit for a national exam and are then workforce-ready. Everything the students are taught is used on the job. The maximum enrollment is 20; GCP currently has 15. Next year, there will be two adjuncts hired from the community, already working as medical assistants. In the current class, demographics include 70% non-traditional (looking for a second career, children are grown, cannot stay in college 4 years) and 30% traditional who may start as medical assistants and choose to advance in their career. This course begins in the fall, finishing two semesters of course work, with an externship in the summer of 200 hours in the community as a medical assistant, non-paid. FS noted that there were instances where GCP courses would benefit by collaborating with MSU faculty.

GCP Students and MSU Students:

In the context of developmental mathematics (pre-algebra, survey of algebra), courses at GCP are below college level and may be awarded more credits hours. Students begin at the developmental level and hopefully, will segue into college-level algebra. Much of the time in classes are preparing students to be college ready: how to find answers in textbooks, how to communicate with professors, study skills, how to show up to class, how to ask questions – things taken for granted in lower level courses in college. National data indicates that students who should be attending a two-year college and, instead, go right into a four-year institution, have a lower graduation rate. However, those students who attend a two-year institution, first, and then transfer to a four-year institution, have a higher success rate. Therefore, the first year for these students is, most likely, developmental. Frequently, two-year degrees help a student get accepted into a four-year institution, but does not guarantee that they will graduate. FS noted that how the two-year institution is advertised should be rethought. That is, GCP implies that two years may be transferred, across the board, without any course duplication, to a four-year institution. This is especially precarious if parents are looking to save money by sending their children to a two-year institution with the intent of having them graduate with only two years left at a four-year institution when, in fact, the student would most likely have 3 or 4 more years to get a four year degree. Further discussions led to MSU and GCP discussing coordination of courses taught (MSU faculty teaching at night) and common course exams (finals).

Additional Comments:

Chair Lansverk stated that issues currently being discussed at FS today also need to be discussed in more detail by the BoR, especially in light of their additional preoccupations with course duplication. Importantly, the BOR needs to put a price tag on their goal of moving all 2 year units into comprehensive 2 year programs, so that this goal can be properly prioritized, alongside other important BOR goals. On the paperwork side, GCP and MSU are part of the same institution and FS believes clearer procedures should be in place, especially in light of course approval (Academic Affairs Committee).

VP Terry Leist noted that there was a certain amount of general fund money that came with GCP when they transferred from GF to MSU. Revenues they generate will fund their new programs and help them to grow. Time will tell whether they will need a bridge loan, but the philosophy is to have them be self-supporting. Missoula recently received $3M from MSU because of their growth, relative to MSU, most of it in UM's COT. This may be reversed, once the relative growth starts to occur on the MSU side.

MSU is a flagship institution and GCP understands the requirements; Montana's degree attainment is about 35% and is not at the national average. Factors such as an aging population (4th in the nation) and the core of people to look to are the 25-49 year olds to help this state moving forward. This is an opportunity for this university to reach out to a different segment of the population and the mission of GCP is not in direct competition with MSU. FS stated that they do not disagree with the GCP mission, but faculty do not know who the students are/will be. Because MSU funding is directly based on student enrollment, operating costs should be fully disclosed and on the table for discussion.

Chair-Elect Neumeier queried Cech that since GCP has been integrated into our campus, faculty have been confronted with course and program approvals that present challenges as they go through our regular approval process. For example, MSU does not have experience with the medical assistant program, but it goes through our evaluation process anyway. The major concerns are: 1. Is MSU able to evaluate these types of programs; 2. Might MSU be holding the programs back, in some cases, if our processes result in "no" votes. And 3. Should GCP be more independent of us than they currently are? Chech replied that in the context of this issue, MSU Billings created a robust academic committee within their COT and before any new programming goes forward to the flagship MSU Billings campus, it has been heavily vetted through the academic program committee. By the time it gets to the faculty senate, the senate members at MSU Billings are comfortable that it has been vetted properly. Their process is AAC (COT)→University Curriculum Council→ Faculty Senate.

The Faculty Senate meeting ended at 5:00 pm, as there was no further business.

Signature
Marvin Lansverk, Chair
John Neumeier, Chair-elect

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