

Minutes

Faculty Senate, University of Montana Western

September 15, 2008

- I. Call to Order – Sheila Roberts, John Hajduk, Delena Norris-Tull, Jim Falvey, Mike Morrow, Megan Chilson, Brent McCabe, Eric Dyreson, Dick Storey, Karl Ulrich
- II. Approval of Minutes – Moved by Mike, seconded by Megan, unanimous approval

III. Communications

--John reported on Senior staff meetings--

Discussion:

The University Council for the strategic plan is currently reviewing the strategic plan and picking out which are the day-to-day operational plans and which are strategic goals.

IV. Reports of Committees

--The revised curriculum proposal form was approved and Cathi has already sent it out

V. Report of the Chancellor

--Funding proposals (see Appendix A) will be explained by the Chancellor at the BOR at the September meeting. Also, enrollments are up here, but barely (see Appendix B).

Discussion:

Is dual enrollment something we want to pursue at Montana Western?

--The Chancellor will report to the BOR on these strengths: X1; experiential teaching and learning in our faculty; strategic plan to guide our decisions. Our challenges: resources for programs and facilities; enrollment; and competitive compensation across the campus

--Strategic goal 2 in the Strategic Plan has been changed from one of secondary priority to the highest (See Appendix C).

Discussion:

Sheila asked about programmatic recruiting as she's been told that we don't do programmatic recruiting at high school recruiting sessions.

--Karl reported on our progress to raise the minimum ACT standards to 22 for 4-year programs.

VI. Unfinished Business

VII. New Business

-- Ways to encourage interdisciplinary teaching

Discussion:

The Chancellor supports fully compensated team-taught classes.

--Targeted Recruiting.

Discussion:

Suggestion that departments transmit this information to recruiting and marketing personnel:

Statement of departmental "ideal" student to recruit

Statement of what their qualifications might be

What do we do that would appeal to them?

What are their career paths?

Action: FS will talk about within the individual departments

--Eric moved to end the meeting. Delena seconded. Unanimous leaving of the room.

Appendix A

**MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)**

UNIT/CAMPUS: UM/WESTERN	UNIT PRIORITY:
NEW PROPOSAL NAME: ENHANCING EXPERIENCE ONE	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input type="checkbox"/> ECONOMIC DEVELOPMENT <input type="checkbox"/> EFFICIENCY	

TOTAL BIENNIAL COST: \$430,000	FUNDING SOURCES AND PERCENT: BASE \$430,000
ADDITIONAL STAFF IN FY10 (FTE): 1.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

Experience One scheduling, a form of block scheduling where students take and faculty teach a single course at a time, has been successfully adopted at The University of Montana Western. This scheduling system allows and encourages faculty to employ more active, collaborative and experiential pedagogical strategies – all known to enhance student academic and career success. Montana Western requests funds to help accomplish its strategic goals of (1) greater academic excellence and (2) support of Experience One through enhanced experiential teaching and learning. These campus goals fully support the *Board of Regents strategic plan, goal I, number 1 -- Prepare students for success through quality higher education.*

In support of these goals, Montana Western is requesting a base-funding increase, following a careful analysis of needs by each academic department, completed in Fall 2007. Montana Western faculty members are creating various

innovative teaching strategies within the block-scheduling format. It is important to share pedagogical methods that work and continue to develop new methods to take full advantage of block scheduling. Base funding is requested for training new faculty and continuous training of existing faculty. Some of this faculty development could occur during summer workshops that would be available to other MUS professors.

Undergraduate research is expanding in all disciplines, since this professional experience has been found to be a particularly valuable learning tool and we now have a flexible schedule to accommodate it. Base funds are requested to support student research activities. In addition, Montana Western requests increased base funding to hire technical staff to support undergraduate research with faculty and to free up faculty time to work directly with students. This request would be for the first laboratory technician to help in preparation of laboratory sections for academic classes and to help manage the science labs' supply room. Since research-based courses are taught in a compressed format, student and faculty access to information in a timely fashion is critical. Increased funding of library databases is therefore requested.

Summary of base funding requests: Undergraduate Research \$50,000; Faculty Development \$100,000; Library Databases \$20,000; Laboratory Technician \$45,000 = \$215,000 TOTAL

HOW SUCCESS IS MEASURED:

- Increased student retention
- Increased student engagement
- Increased student satisfaction
- Increased student success.

2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: UM WESTERN	UNIT PRIORITY: 2
NEW PROPOSAL NAME: ACADEMIC PREPAREDNESS (STUDENT RETENTION AND SUCCESS)	
BOARD OF REGENT STRATEGIC GOAL: <input checked="" type="checkbox"/> ACCESS <input checked="" type="checkbox"/> ECON DEV <input type="checkbox"/> EFFICIENCY <input type="checkbox"/> RECRUIT/RETAIN	

TOTAL BIENNIAL COST: \$218,720	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$109,360	FY 11 TOTAL COST: \$109,360
FY 10 BASE FUNDING REQUESTED: \$109,360	FY 11 BASE FUNDING REQUESTED: \$0
FY 10 OTO FUNDING REQUESTED: \$0	FY 11 OTO FUNDING REQUESTED: \$0
ADDITIONAL STAFF IN FY10 (FTE): 2.0	ADDITIONAL STAFF IN FY11 (FTE): 0

DESCRIPTION OF NEW PROPOSAL:

BOR policies 301.15 and 301.16 establish mathematics and writing proficiency standards for students seeking admission to four-year degree programs. As a result of these policies, Montana Western is provisionally admitting more students with notable academic deficiencies. These students require specialized coursework to address academic under-preparedness before being admitted to four-year programs. This proposal requests funding to add two full-time faculty who are trained to redress deficiencies in student mathematics and writing skills.

HOW SUCCESS IS MEASURED:

Appendix B

The University of Montana Western
APPROXIMATE SAME-DATE -- Enrollment Comparison**
September 17, 2008** --- Fall 2006 to Fall 2008 (17th day of classes)

<u>FALL SEMESTER</u>	<u>9/20/06</u>	<u>9/19/07</u>	<u>9/17/08</u>	<u>3 yr Ave</u>	<u>VARIANCES</u>		<u>CY to 3yrAve</u>		
	<u>2006</u>	<u>2007 (PY)</u>	<u>2008 (CY)</u>		<u>Hdct</u>	<u>% change</u>	<u>Hdct</u>	<u>% change</u>	
Total Headcount	1194	1146	1207	1182	61	5.3%	*	25	2.1%
Trad 1st-time Frosh	229	243	218	230	-25	-10.3%		-12	-5.2%
Non-trad 1st-time Frosh	<u>18</u>	<u>8</u>	<u>10</u>	<u>12</u>	2	25.0%		-2	-16.7%

Total 1st-time Frosh	247	251	228	242	-23	-9.2%	*	-14	-5.8%	*
Other Freshmen	190	159	183	177	24	15.1%		6	3.2%	
Total Freshmen	437	410	411	419	1	0.2%	*	-8	-2.0%	*
Sophomores	218	231	261	237	30	13.0%	*	24	10.3%	*
Juniors	199	189	221	203	32	16.9%	*	18	8.9%	*
Seniors	285	266	273	275	7	2.6%		-2	-0.6%	
Unclassified	7	3	0	3	-3	-100.0%		-3	-100.0%	
Post-Baccalaureate	48	47	41	45	-6	-12.8%		-4	-9.6%	
Other (including Grad)	0	0	0	0	0	#DIV/0!		0	#DIV/0!	
New Transfers	143	107	100	117	-7	-6.5%	*	-17	-14.3%	*
Full-time Students	967	956	999	974	43	4.5%		25	2.6%	
Male	466	479	490	478	11	2.3%		12	2.4%	
Female	501	477	509	496	32	6.7%		13	2.7%	
Part-time Students	227	190	208	208	18	9.5%		0	-0.2%	
Male	48	45	46	46	1	2.2%		0	-0.7%	
Female	179	145	162	162	17	11.7%		0	0.0%	
Male	514	524	536	525	12	2.3%		11	2.2%	
Female	680	622	671	658	49	7.9%		13	2.0%	
Montana Residents	959	857	925	914	68	7.9%	*	11	1.2%	
Non-Residents	235	289	282	269	-7	-2.4%		13	5.0%	
NR WUE	179	214	205	199	-9	-4.2%	*	6	2.8%	
NR non-WUE	49	68	71	63	3	4.4%	*	8	13.3%	*
NR Foreign	7	7	6	7	-1	-14.3%		-1	-10.0%	
FTE	1107	1082	1126	1105	44	4.1%		21	1.9%	

CAUTION URGED: Please do not draw conclusions nor make assumptions based on single-report comparisons; figures are NOT adjusted for year-to-year scheduling variations (term start/end dates, registration/enrollment start/end dates, student class/type updates, etc), also, **note differences in report dates. We normally cancel 1-3% of gross enrollments due to non-attendance, non-payment, etc; cancellations are processed on an on-going basis.

*significant variations - current counts vs. prev yr same-date &/or 3-yr average

SD = Same Date or approximate same date

***Not all breakout reports (residency, new student registrations, etc) available for this date

CY > PY or 3yr Ave = positive result

Source: DWh Current Term, RptA PtsA&B, RptC PtW, RptE PtD (Unpaid & Paid modes)

CY = Current Year

PY = Previous Year

RptEnrollUpdateDailyWeekly Fall3yr

cn = census

UMW Registrar

Appendix C

THE UNIVERSITY OF MONTANA WESTERN STRATEGIC PLAN FOR ACTION 2006 -- 2012

A Pathway to Academic Excellence and Prominence

STRATEGIC GOAL 2: Increase enrollment through enhanced affordability,

access, success and retention and increase graduation rates.

OBJECTIVE 1: Appoint an enrollment management task force to study and recommend enrollment targets, develop appropriate initiatives and generally oversee attainment and assessment of goal 2.

Action 1: Based on research into relevant parameters, recommend the optimum annual growth rate and size of the student body for 2012.

Provost, Chancellors Faculty Senate, Director of Admissions. Priority—primary/highest.

Action 2: Recommend targets and establish initiatives to attain ambitious application, matriculation, retention and graduation goals.

Provost, Vice Chancellor, Advancement, Directors, Admissions, Marketing, Student Success, Registrar. Priority-primary/highest .

Action 3: Evaluate current facilities (and other identified resources) to determine capacity, availability and condition and then suggest the most effective and efficient use toward this goal.

Vice Chancellor, Administration and Finance, Director, Facility Services. Priority—primary/highest

Action 4: Recommend target expansions of faculty and staff in support of this goal.

Provost, Faculty Senate. Priority – primary/highest .

Action 5: Assess and expand support offices as needed.

Vice Chancellors. Priority—primary/highest .

We moved staff to support marketing and the academic program.