

Faculty Senate, University of Montana Western, October 13, 2008

I. Call to Order

Attendance: Eric Dyreson, Sheila Roberts, Brent McCabe, John Hajduk, Catherine Redhead, Dick Storey, Susan Briggs, Jason Karch, Anneliese Ripley, Jim Falvey, Mike Morrow, Kent Ord, Megan Chilson, Delena Norris-Tull

II. Approval of Minutes

Action: Moved to approve by John Hajduk, seconded by Jim Falvey. Minutes approved.

III. Communications

- Targeted recruiting for academic programs, (with guests Kent Ord and Catherine Redhead)

Action: Being at the major fair is crucial; meeting with potential students as they become interested in the major. Faculty should, when possible, meet with potential students who are interested in the major.

- University creative brief (Ord)—see appendix A. Feedback is welcomed by Kent.
- Internship issues – Karch

Action: Jason handed out the calendar for the next few years. Please take the calendar and the proposal to your department and discuss

- Senior staff issues (Hajduk)

Action: Ask your department about who would be interested in serving on the Enrollment Strategy Task Force as a representative and who might be interested in working with senior staff on a grant.

Brian Price statistics on weighting of lower and upper division classes in different majors. In some programs, only 2 or 3 upper division classes are required. Is this appropriate for a university degree? Brian should make sure that he discusses this with each department. Senate should discuss whether this should be a university policy.

Action: Bethany will send an email to Brian encouraging him to visit each department.

IV. Reports of Committees—Curriculum proposals are due on Friday, October 17

V. Report of the Chancellor—No additional news on the Helena COT agreement

VI. Unfinished Business

- Resolution on repairing and/or replacing audio visual equipment on a timely basis

Time is measured differently at Montana Western. One day in the block is equivalent to one week in a semester. Because of the peculiarities of block scheduling, it is especially important that audio-visual equipment be present and in working order when classes demand it. We fail to give our students the best possible education that our mission statement guarantees when we consistently expose students to classrooms with substandard, broken, or missing equipment that is seldom replaced or repaired in a timely fashion. To this end, the Faculty Senate has determined that all broken, stolen, or missing classroom audio-visual equipment should be replaced (with the same equipment) or repaired within 48 hours of the equipment being reported either missing or broken.

Action: The resolution should be sent to the Technology Steering Committee and other interested parties. The resolution was moved for approval by John and seconded by Sheila. All members approved.

VII. New Business

VIII. The Good and Welfare/Question and Answer

John moved to end the meeting. Sheila seconded. Everyone left en masse.

APPENDIX A

About the creative brief.

The creative brief is a simple, clear, concise document that synthesizes data gathered from our branding sessions and additional sources of information and insight. It includes the following characteristics:

- It's brief and to the point.
- It forms a bridge from great strategic thinking to great creative execution.
- It brings things into sharp focus.
- It provides inspiration.
- It facilitates conceptual development.

The creative brief for developing an appropriate and compelling identity for the University of Montana Western is included below.

In addition to spelling out critical objectives, identifying and describing target audiences, determining success factors and establishing our personality, it will define, refine and prioritize our critical messaging.

What are we trying to do?

Create an identity that accurately reflects the university, the benefits it offers to target audiences and the attributes that make it different from other universities.

How are we going to do that?

By creating an appropriate and compelling identity which resounds with and appeals to identified student markets.

Who are those target markets?

Our primary market currently includes traditional students who are recent or soon-to-be high school graduates. Demographically they are 18 to 21 years of age and are most likely Montana residents. The majority have not chosen a major field of study when they enter the university.

However, through our brand identity and marketing efforts we wish to attract students from yet to be identified markets who are highly motivated and value the challenging and unique educational experience at Montana Western.

1

What is our brand promise?

A degree from Montana Western will give graduates a distinct advantage as they join the workforce or pursue advanced academic degrees because they possess hands-on, real-world experience.

What is our messaging?

The University of Montana Western offers significant benefits to students wishing to obtain a quality education delivered in an innovative way in a more personalized environment. Far from being competitive with larger institutions, Montana Western is an entirely unique educational experience appealing to particular student markets.

Our critical marketing messages are included below with the primary area of market differentiation being the first bullet:

- The University of Montana Western is unique for one distinct reason: Experience One. This innovative approach (in which you take only one class at a time) encourages real-world, hands on experience in learning, and your total participation in your education.
- We are located in one of the most visually stunning areas of the country, providing you with abundant learning possibilities, as well as a wide range of outdoor recreational opportunities.
- We offer a challenging learning experience (in which you fully participate) that will provide you with a quality education and the beginnings of a life of learning.
- We are an institution that reflects a small, caring learning environment in a safe and welcoming community.

What tone and personality should we project?

Our brand values practical, real-world experience as a critical part of the education. We reflect the mountain west and it's value and opportunities. We are innovative and challenging in our approach to learning. And we are welcoming and highly value each student's success.

Bottom line:

we are a serious, quality higher education institution that is welcoming and people-centered, and located in an incredible environmental setting.

How will we know when we've been successful?

When student recruitment metrics (yet to be developed) reflect the following:

- A planned increase in enrollment (formal measurement).
- An actual and perceived change in student composition (formal and informal measurement).

APPENDIX B

DRAFT

INTERNSHIP PROPOSAL

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This proposal is suggested in an attempt to bring consistency/standardization and transparency to the capstone internship/ coop/sr thesis/project approval process at Western and assist academic administration in attempting to assess/demonstrate learning outcomes of BA, BAS and certain BS program completers.

---One (1) credit of every principle* internship/coop/sr project/sr thesis (ICPT) required of BA, BAS and BS Business and Natural Horsemanship students would be set aside for designation as a capstone activity planning and development proposal “class.” Students would register for the one-credit capstone proposal class **the semester before** they attempt a principle final internship/coop/sr project/sr thesis (ICPT). (skills: proposal development, project organization, concept development, recognition of how prior educational experiences will be applied in completion of the ICPT, lesson planning, etc)

---The goal/outcome of the capstone proposal class would be a paper/agreement/contract that sets out all specifics of the enrolled student’s principle final ICPT, such as:

1. a detailed description** of what the student will do as part of his/her final ICPT
2. learning and assessment goals and objectives of the principle final ICPT
3. a tentative schedule of when certain aspects of the work – outlined in #1 above – will or should be completed
4. start and end dates of the capstone course** (full-term? block? or blocks? etc)
5. contact information (addresses, phone numbers) of parties who will be involved in the capstone course (examples): (a.) the UMW faculty member who will supervise the final ICPT, (b.) the chair of the appropriate department, (c.) the off-campus employer/supervisor, (d.) university administration, etc
6. an approval sheet with signatures of: (a.) the UMW faculty member who will supervise the final ICPT, (b.) the chair of the appropriate department, (c.) the off-campus employer/supervisor, (d.) university administration, etc
7. other

---The capstone agreement would attach to a completed Co-op, Internship, Senior Project/Thesis Contract (<http://www.umwestern.edu/registrar/FormInternCoopSrProj.pdf>) and be submitted along with a completed registration form before the start of the capstone course term.

---One (1) credit of each ICPT (regardless of credits) would be designated for a post-internship outcomes document and/or public presentation** “course”. (skills: development of a findings paper, use of electronic equipment, presentation organization/development, public speaking, etc)

---Copies of the capstone proposal/agreement would be on file with the supervising faculty member, the off-campus supervisor/facilitator, and the Registrar, prior to the start of the capstone term.

---Other

*"Principle" ICPTs are those of four (4) credits or more. ICPTs of 3 credits or less would NOT require completion of the one-credit capstone prep course but would require submission of a ICPT proposal attached to a Co-op, Internship, Senior Project/Thesis Contract as part of registration prior to the start of the ICPT term.

**If the ICPT requires that the student give a presentation (of his/her findings or results of research, for example) in a future term, one (1) credit of the final ICPT will be set aside/designated for this presentation; the student will be required to register for the one credit presentation course for the term during which the presentation is given (the supervising faculty member will be listed as the instructor of record for the class and will grade the student's work/presentation accordingly). This aspect of the student's capstone experience will be addressed in the capstone paper/agreement as part of the one-credit capstone proposal class.