

Faculty Senate Minutes
3/22/2018
2 p.m.– 3:30 p.m.
Kelley / Steward (SUB 113AB)

Attendance: Andrew Thomas, Dave Gurchiek, Phil Curtiss, Charie Faught, Scott Risser, Tony Patrick, Abhishek Choudrey, Dan Autenrieth, Miriam Young, Katherine Zodrow, Glen Southergill, Rita Spear, Micah Gjeltema, Karen Wesenburg-Ward, Stella Capoccia, George Williams, Courtney Young, Carrie Vath, Jack Skinner, Doug Abbott, Matt Egloff, Jackie Timmer, Khalid Miah

I. Welcome and Minutes

a. Draft Minutes found here: <http://www.mtech.edu/about/facultysenate/minutes/index.htm>

March 1st minutes: Motion to approve minutes moved and seconded. Motion passes.

February 15 minutes: Motion to approve minutes moved and seconded. Motion passes.

Action Items

Next meeting- April 19th, with officer elections and terms for senators on the agenda.

II. Emeritus Rank Application

a. Bill Drury – summary by Katherine Zodrow (see attached application). Motion to approve moved and seconded. Motion passes.

b. Bill Spath – Summary by John Amtmann (see attached application). Bill has been an important aspect of teaching, service, and research in Applied Safety and Health. Motion to approve moved and seconded. Motion passes.

III. CRC Recommendations

a. Changes to IH 5986, OSH electives, AHSS electives, Petroleum Engineering curriculum, PET 201, and Mechanical Engineering curricula

b. Add Basic Property & Probate Law, Oil & Gas Land Management Practices, and Professional Landman Certificate – question regarding who qualifies to receive the certificate. Person not available to answer that question.

Motion to approve both a. and b., with requirement to publish/clarify who qualifies for the certificate (b).
Motion seconded and approved.

IV. GERC Recommendations

No recommendations at this time. The next meeting is April 17th.

Informational Items

V. Student Satisfaction Inventory 2017 & 2019 (SSI). Presented by Carrie Vath. See attached slides.

The survey seeks to see why students come to Montana Tech and how they feel about it thus far. The results are useful for program review, accreditation, retention, and trending improvement. It is important to note that females tend to give higher scores. Comment that higher GPA's might not be responding, so potentially may not be as satisfied (response that higher achieving students do tend to have more favorable responses, though they might have higher expectations). Individual scores for some, but not all departments (cannot rank those with low response rates). Requesting to meet with departments for feedback, but to also encourage participation in future surveys. The survey has 98 questions, with an estimate of 15-20 minutes to complete. Question regarding how other campuses increase participation rates, with response that survey sent directly by Dr. Vath. Will let faculty know so that can encourage participation (though would prefer that faculty not give extra credit). Will also communicate the results and what we do

to encourage participation. Planning on giving department recommendations rather than raw data to encourage improvement. Comment that working with departments to make improvements, but not enough to make improvements for smaller departments, and as such what is the larger picture. Dr. Vath willing to give institutional feedback in lieu of department results (if not available). Financial aid and security response time are two areas that need improvement. Academic trends include lack of timely feedback so that they can make progress in the course. The concern is also the lowest ranked in evaluations across the country, so perhaps a question of what is timely (recommendation that within one week is reasonable for many cases). Question regarding how happy or satisfied, no question about happy, but Tech does rank above national average in satisfaction. Question regarding ability to stop survey and come back to it (not sure at this time), recommendation to potentially break it up. Those who start tend to complete. Survey is available on a smart form. Comment that students in nursing are required to fill out evaluations. Most students like the method. Response that survey is voluntary, not mandatory. Will also be looking at freshman and sophomore surveys (which just closed). Some areas are based off a single question.

Another issue-

Grant for high impact areas for OCHE for internships, research, and capstone. Dr. Vath will be sending out communication in the near future.

VI. Committee updates:

- a. Program Prioritization Committee – Charie Faught presented that the committee has been working on metrics agreed upon in an earlier meeting. The committee has ranked previous data points, and now have all the metric data without department names. Next week the committee will rank using the remaining data. Request that senators provide feedback on what sort of questions they would like to see for department feedback (survey questions).
- b. Comment that April/May is the time frame for recommendations to the Chancellor, but that we are not there yet as a committee. Would like to have recommendations, but still do not have those available. Question regarding data. Most of the data is easily accessible internally from FY 2017 (with graduation rates from a 3 year period). Research dollars are those that go through the research office.
- c. WIRE –
Two weeks ago, the committee went to the Board of Regents (BOR) with minor modifications from the previous presentation. BOR received very well. Will move to communicate to other groups. Comment that WIRE members did an excellent job presenting to the board. BOR members commented that it meant more that faculty members presented rather than the Chancellor or Provost. BOR members also asked how they could help us move forward. Name change for Montana Tech is still being pursued. Will still have an affiliation with UM. Receive a number of economies such as library, legal, etc.
- c. Student Evaluations Sub-Committee – Glen Southergill-See attached slides.
Timeline will go into next year, due to importance of the work. Part of the purpose statement recognizes that many instructors do things well (as opposed to problems). Also recognizes that changes may have an impact on department standards, and that some items are outside the scope of an instructor’s performance. Looking for feedback on working list and draft questions (see handout). Homework is to take document back to department to respond in three categories (see slide). With future business, hoping to have a greater level of input from students. Will also need support from Provost’s Cabinet and general faculty buy-in. April 6th deadline for homework. Glen will send out handout to members to complete homework. Question regarding 0 in the score, as “not applicable”. Recommendation to have “not applicable” (though 0’s are taken out with the current system). Will have both an electronic and paper versions.
- d. Teaching Community Leadership Team –
Meeting next Monday. Katie Hailer, Bill Ryan, Hilary Risser, Julie Hart, and Thomas Camm are meeting. Will be brainstorming about the topics. Request that faculty send topic ideas.

e. Research Mentors –

Four out of five agreed to participate. An outside group (Sigma Xi, the research group) agreed to cosponsor and help out.

Discussion Items

VII. Proposed changes to Faculty Senate membership. Consider adding a seat for Mechanical and Civil (now two new departments that replace general engineering). Mechanical now does not have representation (Brian Kukay represents Civil Engineering, Jack Skinner represents Mechanical without an official seat). Motion to add Mechanical Engineering to the list of departments represented. Motion amended to remove general engineering and add Mechanical and Civil Engineering as two separate seats. Motion seconded. Comment that General is ABET accredited. Students have the choice as to what degree listed. Will require full faculty vote to formally pass. Motion passes.

VIII. Proposed Revisions to FSH – brought forth by faculty members. Request clarification and language changes to a number of areas. Presented by Matt Egloff (see language below). Faculty senators would need to make a motion for each to move forward (and how they will move forward). Language is based on handbook, with an attempt to revise and have a starting point.

- a. Section 206 contracts and tenure- Concern for non-tenured faculty. Changes in 206.1.5. Language is from faculty staff handbook with underlined recommended changes. Question regarding when legislature meets (once every two years). Comment that dates are set by OCHE, and have been able to do so.
- b. Clarify procedures related to Departmental Performance Standards –Recommendation that language include department standards in the tenure process that also reflect that standards may change (to be similar to how students can use a catalogue from when they started). Comment that a committee will be formed according the CBA to address such issues.
- c. Faculty Assignments –Clarifies chain of command. Some people do not belong to a department, rather than a program.
- d. Faculty Termination: Financial Exigency (BOR) – Adds program prioritization.
- e. Summer Session and Overload Pay – Concern that if working in summer, should have pay.
 - f. Space Committee – Adds additional faculty members to the committee. Concern that faculty are not well represented in making decisions.

Comment that a way to work through is having a subcommittee to address some or all of these issues. Comment that Administration have authority over faculty staff handbook. Comment that providing copy to HR and invite to address may be another method.

IX. Faculty Satisfaction Survey 2018 (revisions and deployment) –Comments that WIRE and Program Prioritization be added, along with changing some personnel. Request that review and provide feedback for revisions.

X. Other Items – Comment to receive feedback on lecture series on future topics. Additional comment that lectures are not coordinated and that too many now exist. Question regarding a calendar for such events. Comment that suicide may be a good topic that the community is interested in. Comment that perhaps Vice Chancellor Hartline may be the person to address some of these concerns.

Reminder that adding agenda items is done by contacting on officer. Next meeting is April 5th at 2:00.

II. a. Emeritus Application for Bill Drury

ITEM 124-1501-R0704 Authorization to Confer the Title of Professor Emeritus of Environmental Engineering upon Dr. Bill Drury; Montana Tech of the University of Montana

THAT: Upon the occasion of the retirement of Professor Bill Drury from the faculty of Montana Tech of The University of Montana, the faculty wishes to express its appreciation for his years of dedication and valued service to the institution and the Department of Environmental Engineering, and the State of Montana by recommending the rank of Professor Emeritus be conferred upon him by the Board of Regents of the Montana University System.

EXPLANATION: Bill Drury earned his BS in Civil Engineering in 1978 from Marquette University and MS in Environmental Engineering in 1979 from Northwestern University and PhD in Civil Engineering from Montana State University in 1992. He came to Montana Tech in 1992 as Assistant Professor, promoted to Associate Professor in 1995, and then promoted to full professor in 2000. He retired in May 2017.

Dr. Bill Drury worked for the State of Wisconsin Department of Natural Resources and for the University of Wisconsin from 1979 until 1988 when he moved to Montana State University. Bill was a Graduate Research Assistant at MSU as a doctoral student. He was involved in several major research projects while at Montana Tech. Notably he worked on the ARCO sponsored research project and developed wetland studies. His principal research topic was passive biological treatment systems for the treatment of mine-influenced water. Much of his research was funded by ARCO, the principal potentially responsible party for the Butte Superfund sites. Dr. Drury and his graduate students performed two laboratory-scale projects that investigated passive biological water treatment systems for ARCO. He was then a principal investigator of a two-and-a-half-year field-scale pilot project that studied the effectiveness of subsurface flow wetlands for treating metal-contaminated surface and ground water. ARCO gave Montana Tech over \$1 million to monitor and evaluate the systems employed in this pilot project. Dr. Drury was also the principal investigator on two other projects, which studied the degradation rate of organic matter in passive biological treatment systems for the Mine Waste Technology Program (MWTP). The ARCO and MWTP projects led to Dr. Drury being an invited speaker at a national conference of the Association for Environmental Health and Sciences. Among his other research projects was a novel investigation into metals removal from contaminated stream water by a beaver pond. He was the primary advisor for more than 15 Graduate students. He has over 14 peer reviewed publications and several technical presentations during his tenure at Montana Tech.

With this recommendation, we thank Dr. Bill Drury for 25 years of outstanding service to Montana Tech and request to **confer the title of "Professor Emeritus of Environmental Engineering."**

II.b. Emeritus application for Bill Spath

Request for authorization to confer the title of Professor Emeritus of Applied Health and Safety Sciences on Dr. William K. Spath - Montana Tech of The University of Montana

THAT

Upon the occasion of the retirement of Professor William (Bill) K. Spath from the faculty of Montana Tech, the faculty wishes to express its appreciation for his years of dedication and valued service by requesting that the Board of Regents of Higher Education confer the rank of Professor Emeritus upon him.

EXPLANATION

Dr. William (Bill) K. Spath grew up in St. Louis, Missouri graduating from Cleveland High School. in 1965. He entered Southeast Missouri State University, and graduated in 1969 with a B.S. in Physical Education. He then began work on his master's degree at the University of Arizona in Tucson, where he specialized in Tests and Measurements of Exercise Physiology. He graduated with a Master of Education degree in 1970. He then served honorably in the Army from 1970-1972 during the Vietnam War as a medic and EKG technician, and was stationed through Walter Reed Hospital at Fort Meyer Clinic in Washington D.C.

In 1972 Dr. Spath enrolled at the University of Missouri – Columbia, and in 1979 he received the Graduate Teaching Assistant of the Year award prior to earning his Ph.D. in Exercise Physiology. His research focused on metabolism of lactate, and his dissertation was published in *Medicine and Science in Sports and Exercise*, the prestigious publication of the American College of Sports Medicine. Dr. Spath continued his higher education teaching at Florissant Valley Community College, where he taught exercise physiology courses and served as the wellness program coordinator for seven years before coming to Butte and Montana Tech.

Dr. Spath has taught courses for the Occupational Safety and Health program, the Industrial Hygiene program, A & P for the Biology Department, and, of course, the Applied Health and Safety Sciences Program. Dr. Spath developed the Applied Health Science curriculum upon his arrival at Montana Tech in 1986, and has been the Program Director/Manager or Department Head since inception, and for many years served as the Wellness Program Director and/or Coordinator. In addition, as a certified American College of Sports Medicine (ACSM) Program Director, he has been instrumental in acting as the ACSM Workshop Director and Test Coordinator, which has served Montana Tech students well, creating the opportunity for AHSS students to gain certification from ACSM upon graduation. In addition, Dr. Spath served the campus and profession in many capacities, such as being Athletic Director (1987-1988), HPER Building Manager, (1987-1988) and he developed the respected SCUBA program at Tech that is well attended by students since 1988 from a wide variety of academic backgrounds. Dr. Spath also collaborated on numerous published research projects with colleague John Amtmann.

Dr. Spath has been an active Rotary Club member since 1986, and his efforts in Rotary are well known and highly regarded. He has served as President, Secretary, Treasurer, Governor District 5390 in 1993-94 and again in 2015-16. He was Provost, Chair, and Dean for the District 5390 Leadership Academy. He has served on the rotary Club of Butte Board for 30 years.

Based on his accomplishments in teaching, research and service, the Safety, Health and Industrial Hygiene Department of Montana Tech is pleased to nominate Professor William K Spath as Professor Emeritus of Applied Health and Safety Sciences at Montana Tech together with all the rights, privileges, and honors thereto appertaining.

VII. a. Section 206 contracts and tenure

Italics is copied from FSH. Proposed changed: Red-strike out is eliminate. **Bold Underlined** is language which replaces that which was stricken.

Make April 23 a “hard date” to renew contracts for the following year, and in 206.1 applies to any “faculty.” Fail to notify of non-renewal and you have a contract/re-appointment. Eliminate “will normally” and other unenforceable language, and replace with “shall.”

I will defer to the union people and their labor lawyers for additional language on people with a pending promotion or raise, such that signing the contract with the current rank doesn’t mean you nixed your own well deserved raise by signing the contract.

Add new section 206.1.5 for non-tenurable positions, requiring the same deadlines as a probationary tenurable position. If you have been working here that long, you have earned the additional notice time. Thus a 3yr non-tenurable would get an extra year too. This would apply for visiting, professor of practice, etc. If you have a visiting professor, and you know the funding will be running out, you must give notice early. If more money comes in, you can always rescind the non-renewal.

Bottom line, no one gets a letter July 29 when no colleagues are around for support or to begin appeal procedures and such.

206.1 FACULTY TENURE (BOARD OF REGENTS POLICY 706.1)

*A tenurable appointment is an appointment to a teaching, research, or other faculty position that may lead to a tenured status as provided for in this section. Tenurable appointments shall be made at the rank of instructor, assistant professor, associate professor, or professor. The tenurable appointment is that of probationary status. The appointee remains in probationary status until the appointment is terminated or tenured status is awarded. Tenurable appointees who are not included in a certified bargaining unit shall be provided with a written agreement specifying rank, salary, academic unit in which the tenurable appointment is made, and other terms and conditions of employment at the time of appointment and reappointment. The campus will normally notify tenurable faculty members of the terms and conditions of their renewals for the coming academic year by May 1 in non-legislative years, or within 60 days after the appropriation bill is signed by the Governor in years the legislature meets. **In years that the legislature does not meet, the campus shall notify faculty members of the terms and conditions of their renewals for the coming academic year by April 23. In years that the legislature meets, the campus shall notify faculty members of the terms and conditions of their renewals for the coming academic year within 60 days after the relevant appropriation bills are enacted.** Unless an individual contract expressly provides to the contrary, the contract term for all tenurable appointees shall be the academic year. Regardless of the term of any individual contact, no such person has, or shall acquire, a right to reappointment for a term in excess of the academic year.*

206.1.2 REAPPOINTMENT & NON-REAPPOINTMENT OF PROBATIONARY PERSONNEL

*A tenurable appointee with probationary status (hereinafter referred to as a probationary appointee) has the right to serve the specified term of the appointment and may not be discharged without cause during that term. Reappointment of probationary appointees shall be at the discretion of the employer. Written notice of non-renewal of a probationary appointee shall be mailed or given by the President or Chancellor or his designee by March 1 of the first year of service, by December 15 of the second year of service, and by June 30 **April 23** prior to the third or later years of service. Failure to provide a probationary appointee with the required notice period shall not result in automatic reappointment or create any right for an additional term. The employer shall have the option of providing employment or severance pay in lieu of any portion or all of the notice to which the employee is entitled, so long as the extension of employment or severance pay is commensurate with the notice to which the employee is otherwise entitled.*

NEW: (for professor of practice and visiting professor)

206.1.5 REAPPOINTMENT & NON-REAPPOINTMENT OF NON-TENURABLE PERSONNEL

A non-tenurable faculty appointee has the right to serve the specified term of the appointment and may not be discharged without cause during that term. Reappointment of non-tenurable faculty appointees shall be at the discretion of the employer. Written notice of non-renewal of a non-tenurable faculty appointee shall be mailed or given by the President or Chancellor or his designee by March 1 of the first year of service, by December 15 of the second year of service, and by April 23 prior to the final year of appointment in the third or later years of service.

VII.b. Clarify procedures related to Departmental Performance Standards

Purpose and Background:

Clarify procedures related to Departmental Performance Standards, which are mentioned in 206.2. Allow faculty to use any departmental or general standards that applied during their continuous employment history.

The current FSH states:

206.2 PROCEDURES TO APPLY FOR TENURE

Tenure is awarded by the Board of Regents following peer review and recommendation by the Chancellor, President and the Commissioner in accordance with Board of Regents policies and procedures established by the institution.

The granting of tenure shall be based on a combination of institutional needs and professional performance of the individual. Institutional faculty needs require that the Institution maintains a balance of faculty with respect to subject areas, and in some cases, specializations within a subject area; a balance of faculty within a program in relation to the number of faculty in the Institution; and a staffing pattern which meets changing student enrollment patterns.

Providing that an individual fits within the institutional needs and the quality of current professional performance and the promise of future performance warrants, a faculty member shall be awarded tenure based upon policies adopted by the Board of Regents of Higher Education of the State of Montana (see Section 206.1).

*Faculty members seeking tenure shall prepare a summary evaluation portfolio according to the criteria given in the **Departmental Performance Standards** or, in the case where no departmental standards have been developed and approved, the criteria in **General Performances for Evaluation of Portfolios**, and submit it, together with supporting documentation, to their respective Department Head.*

A faculty member may not be evaluated for tenure while on leave from Montana Tech. If a faculty member is on leave during the year in which tenure evaluation would normally occur, then the evaluation shall be postponed until the next year.

There is no policy for developing or applying departmental performance standards.

VII.c. 201 The Faculty

Purpose and Background:

Nothing in the FSH handbook requires faculty to be assigned to a department, but it does require faculty members to be evaluated only by their respective department heads. This proposes a requirement that all faculty be assigned to a department and report to and be under the immediate responsible charge of a department head. This will eliminate “stray” faculty positions and allow faculty to be supervised and evaluated as required. There will be no “spaghetti” chains of command.

200 SECTION II: FACULTY ORGANIZATION AND PROCEDURE

2

01 THE FACULTY

For the purposes of this handbook, only as specifically delineated, the faculty shall consist of anyone having teaching responsibilities or who carries faculty rank.

201.1 POLICY BOARDS

The Academic Policy Board shall consist of all full-time faculty whether teaching or research. The Academic Policy Board shall meet at the call of the Provost/Vice Chancellor for Academic Affairs (VCAA) and/or the Faculty Senate.

206.4 PERFORMANCE EVALUATION: FULL-TIME FACULTY, PART-TIME FACULTY, AND DEANS

Evaluation of faculty members and program administrators at Montana Tech is an evolving process principally focused on insuring excellence in improvement of teaching and learning, research and public and professional service. It is the responsibility of the faculty member to initiate evaluation procedures: 1) annually, for faculty with probationary appointments, as well as assistant and associate professors; 2) every third academic year for full professors 3) each semester that a part-time faculty member teaches. Full professors to be evaluated in a given year will be notified by the Provost/VCAA.

206.4.1 EVALUATION OF FULL-TIME FACULTY

Faculty members shall be expected to prepare an evaluation portfolio following the guidelines listed below for evaluation of instructional performance, research and professional development, and institution and public service, as well as progress toward terminal degrees by those not holding such degrees and submit it to the respective Department Head. Using the evaluation portfolio as a guide, the Department Head shall interview each faculty member in his/her area to discuss the faculty member's evaluation portfolio, professional concerns and goals for the ensuing evaluation period, as well as student concerns that may have surfaced during the student rating of the instruction process. Identified strengths in some areas can offset weaknesses in other areas.

The Department Head and the faculty member shall prepare a written statement that summarizes the faculty member's performance evaluation for the previous two semesters using the form contained in Appendix C of the Handbook. After being signed by both parties, this document becomes part of the personnel record. The evaluation portfolio along with the completed form (Appendix C) shall be forwarded to the appropriate Dean, who shall keep a permanent record of all evaluations.

Each faculty member seeking promotion or tenure shall be apprised within five days of positive or negative recommendations at each step of this process (i.e., evaluation reports by the Department Head, Dean, Evaluation Committee, Provost/VCAA). He or she may modify and strengthen the application portfolio, however, documents may not be removed from the portfolio at any time. A record of any modifications, including the date upon which they were made will be kept as a preface document to the portfolio. The individual with the control of the portfolio has responsibility for enforcing this provision. He or she may also abandon the process at any intermediate step.

Full-time faculty members preparing an annual evaluation or applying for tenure (see Section 206.2) or promotion (see Section 206.3) shall prepare an evaluation portfolio with documentation to be evaluated in each of the categories (1-4) listed in 206.4.3 below.

Add new: (**underlined bold**)

201 THE FACULTY

*For the purposes of this handbook, only as specifically delineated, the faculty shall consist of anyone having teaching responsibilities or who carries faculty rank. **Faculty members shall be assigned to a department. The immediate supervisor of individual faculty members shall be their department head. The immediate supervisor of department heads shall be the dean of their school.***

VII.d. 209 Faculty Termination: Financial Exigency

Purpose and Background

This references 710.2.1 of Board of Regents Policy. If tenured faculty are terminated due to financial exigency or program reduction or discontinuance, the faculty senate has to appoint committee members. There is currently no procedure to do this.

This will restrict announcement time to when faculty are present and able to respond. It will require payment of faculty if the committee must meet outside the contract year. It will allow the faculty senate to appoint all faculty members to the committee, not just half (3).

209 FACULTY TERMINATION: FINANCIAL EXIGENCY (BOARD OF REGENTS' POLICY 710.2.1)

The Board of Regents may terminate tenured faculty members of a campus of the University System for reasons of financial exigency of that campus or discontinuance or reduction of a program or department of instruction.

1. Financial Exigency: Financial exigency exists when a University System campus's budget for faculty member services is insufficient to sustain the current number of faculty positions taking into account anticipated attrition and non-renewal of probationary appointments.

2. Program Reduction or Discontinuance: Staffing in a program or department may be discontinued or reduced following:

a. A system-wide or campus level review of the particular program or department; or

b. A sustained decline in enrollment or shift in student interests adversely affecting the program or department.

Each campus may develop separate procedures to implement these policies.

In the absence of separate campus procedures approved by the Board of Regents upon recommendation by the Commissioner, the procedures found in Board Policy 710.2.1 shall apply.

BOR policy 710.2.1

II Procedures

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*C. The ad hoc committee shall consist of six faculty members, three appointed by the president or chancellor, **three appointed by the faculty senate, as well as one student appointed by the president of the student governing body.** No member may be from any program or department affected by the president's report. The members must be appointed by the appropriate appointing authority within 5 days following request by the president or chancellor. **The president or chancellor shall make the appointments if the appointing authority fails to do so.***

Proposed change: (Existing/current *italics*, Red Strike Through Remove, **Bold Underlined** Add)

*209 FACULTY TERMINATION: FINANCIAL EXIGENCY **OR PROGRAM REDUCTION OR DISCONTINUANCE** (BOARD OF REGENTS' POLICY 710.2.1)*

The Board of Regents may terminate tenured faculty members of a campus of the University System for reasons of financial exigency of that campus or discontinuance or reduction of a program or department of instruction.

1. Financial Exigency: Financial exigency exists when a University System campus's budget for faculty member services is insufficient to sustain the current number of faculty positions taking into account anticipated attrition and non-renewal of probationary appointments.

2. Program Reduction or Discontinuance: Staffing in a program or department may be discontinued or reduced following:

a. A system-wide or campus level review of the particular program or department; or

b. A sustained decline in enrollment or shift in student interests adversely affecting the program or department. Each campus may develop separate procedures to implement these policies. In the absence of separate campus procedures approved by the Board of Regents upon recommendation by the Commissioner, the procedures found in Board Policy 710.2.1 shall apply.

3. The announcement of a preliminary report of plans to terminate faculty due to financial exigency, or program reduction or discontinuance in accordance with Board Policy 710.2.1, and the formation of an ad hoc committee to review this, shall occur no sooner than 15 days after the beginning of a fall or spring semester, and no later than 30 days prior to the end of a fall or spring semester. All six faculty members of an ad hoc committee formed for the purpose of responding to such a preliminary report shall be appointed by the faculty senate within ten business days of proper notification. The faculty senate may appoint faculty members who are affected by such plans. The faculty senate may appoint an ad hoc committee in advance of and in anticipation of such announcement. Appointments will be by majority vote the faculty senate. If the ad hoc committee must meet outside of the contract year, members will be compensated for their time.

VII.e. SUMMER SESSION AND OVERLOAD COMPENSATION

Purpose and Background:

Codify summer school policies in FSH. Currently these are only covered in the CBA. CBA Excerpted below

16.300 SUMMER SESSION AND OVERLOAD COMPENSATION

16.310 Summer Session Compensation

The purpose of summer session is to offer students the following:

- 1. The same quality of instruction as is provided during the academic year,*
- 2. A variety of courses covering a diverse group of subjects, and*
- 3. An opportunity to remove deficiencies or get ahead in progress towards a degree.*

Summer session pay for faculty covered by this contract will be determined in the following manner:

- 1. Faculty teaching full-time will be compensated at 2/9ths of the state funded academic year base salary (excludes salary supplements and professorships).*
- 2. A full-time teaching load will be defined as eight (8) or more credits of fully subscribed classes.*
 - a. A fully subscribed class is defined as 10 students. The students in all classes in a faculty member's teaching load will be combined and averaged to meet this requirement.*
 - b. If a faculty member's average is less than 10 students per class, the compensation will be prorated by dividing the average by 10 and multiplying by the 2/9ths or by eliminating a class or classes to bring the average to 10 or greater.*
- 3. The salary of a faculty member teaching less than eight (8) credits will be prorated to reflect the less than full-time teaching load.*
- 4. A class may be cancelled by Montana Tech if the enrollment is deemed inadequate or a determination is made that the class should not be offered.*

Assignment of summer session teaching will be at the discretion of the Department Head and Dean.

16.320 Overload Compensation

If it is determined that a faculty member is teaching an overload, that faculty member will be compensated at \$1,000 per credit of overload. Based on market demands and inflation, the per credit amount may be increased by the Employer for all individuals receiving overload.

16.330 Web-based Courses

Faculty are eligible to receive \$3,000 per web-based course development agreed upon between the faculty member, Department Head and dean.

VII.f. Space Committee will be run by the faculty

Issue: The current space committee is administration run. Has there been an open meeting of this committee? How are these things decided?

Proposed Change:

Add to Appendix A for the Faculty Staff Handbook

Space Committee: This faculty committee shall determine the allocation of space. It shall review plans for adding, renovating, re-purposing, or removing space, and make recommendations. It shall inspect existing space for efficient utilization and make recommendations. It shall recommend corrective action if code compliance or safety issues have been identified. This committee shall have the same number of members and same manner of representation as the faculty senate. Selection and filling of unexpired terms shall be the same as the faculty senate. Full terms shall be three years. On initial formation, one third of the members shall be for a one-year term, one third for a two-year term, and one-third for a three-year term.

Student Satisfaction Inventory (SSI)

2017

Presented at Faculty Senate March 2018

What is the SSI?

The Student Satisfaction Inventory is a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them.

- Reasons for Enrollment (9 factors)
- How do they feel about their experience (overall satisfaction & Re-enrollment)
- Scales of Importance (12 areas)

Why Students Enroll?

1. Cost as factor in decision to enroll.
2. Financial aid as factor in decision to enroll.
3. Academic reputation as factor in decision to enroll.
4. Size of institution as factor in decision to enroll.
5. Opportunity to play sports as factor in decision to enroll.
6. Recommendations from family/friends as factor in decision to enroll.
7. Geographic setting as factor in decision to enroll.
8. Campus appearance as factor in decision to enroll.
9. Personalized attention prior to enrollment as factor in decision to enroll.

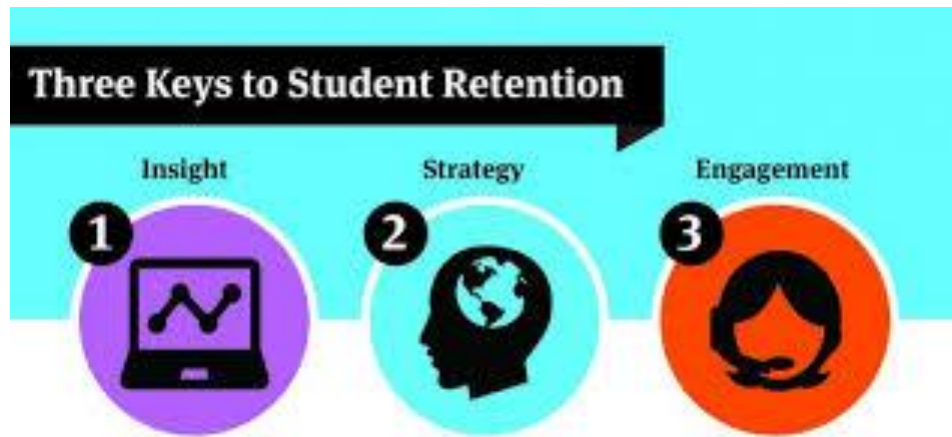
Scales of Importance (Total of 98 questions)

<p>Academic Advising (and Counseling) Effectiveness: assesses the comprehensiveness of College’s academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.</p>	<p>Recruitment (or Admissions) and Financial Aid Effectiveness: assesses College’s ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.</p>
<p>Academic Services: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas.</p>	<p>Registration Effectiveness: assesses issues associated with registration and billing. This scale also measures College’s commitment to making this process as smooth and effective as possible.</p>
<p>Campus Climate: assesses the extent to which College provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of College’s channels of communication for students.</p>	<p>Safety and Security: assesses College’s responsiveness to students’ personal safety and security on campus. This scale measures the effectiveness of both security personnel and campus facilities.</p>
<p>Campus Support Services: assesses the quality of College’s support programs and services which students utilize to make their educational experiences more meaningful and productive.</p>	<p>Service Excellence: assesses the perceived attitude of staff, especially front-line staff, toward students. This scale pinpoints the areas of the campus where quality service and personal concern for students are rated most and least favorably.</p>
<p>Concern for the Individual: assesses College’s commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.</p>	<p>Student Centeredness: assesses College’s efforts to convey to students that they are important to the institution. This scale measures the extent to which students feel welcome and valued.</p>
<p>Instructional Effectiveness: assesses College’s students’ academic experiences, the curriculum, and the campus’s overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of College’s faculty in and out of the classroom, content of the courses, and sufficient course offerings.</p>	<p>Campus Life: assesses College’s effort to provide students with quality on-campus housing, dining services, student activities, discipline, athletics, and intramural activities.</p>

How can departments use the SSI?



Accreditation Board for Engineering and Technology



Respondent Demographics

- 2-yr South Campus

- 82/464 18% Response Rate
 - 5% increase from 2015
- 68% Female
- 52% 19-24
- 95% live off campus
- 46% in Yr. 2 (Srs)
- 38% self-report a GPA of 3.5 or above
- Associate of Science largest major (43%) followed by Rad. Tech (16%) and Medical Asst. (9%)

- 4-yr North Campus

- 389/1,644 24% response rate
 - 4% decrease from 2015
- 58% Male
- 63% 19-24
- 86% live off campus
- 40% Seniors
- 40% self-report a GPA of 3.5 or above
- General Eng. Largest major (21%) followed by Nursing (14%) & Petroleum (12%)

Departments and sample size: 2-Year

		N	%	Individual Report
	1001: Metals Fabrication Technology			
	1004: Civil Engineering Technology			
	1008: Accounting Technology			
	1009: Networking Technology			
	1011: Nurse Assistant			
	1012: Medical Assistant			
	1013: Radiologic Technology			
	1018: Non-Degree			
	1022: Business Technology			
	1030: Associate of Science			
	Total			
	No Answer			

Departments
and sample
size: 4-Year

	N	%	Individual Report
1001: Biological Sciences or Biology			
1002: Business & Information Technology or Business			
1003: Chemistry			
1004: Computer Science			
1005: Environmental Engineering			
1006: General Engineering			
1007: Geological Engineering			
1008: Geophysical Engineering			
1009: Liberal Studies			
1010: Mathematical Sciences			
1011: Metallurgical & Materials Engineering			
1012: Mining Engineering			
1013: Non-Degree			
1014: Nursing (AS RN & BSN)			
1015: Petroleum Engineering			
1018: Professional and Technical Communication			
1019: Software Engineering			
1023: Network Technology			
1024: Health Care Informatics			
1026: Occupational Safety and Health			
1031: Electrical Engineering			
2031: General Studies			
Total			
No Answer			

Next Steps

- If your department has an individual report I would be happy to present your findings at a departmental meeting (Need a minimum of 30 minutes to present and 2 week notice)
- SSI is done every 2 years and administered in Fall. For fall of 2019 I would love faculty support in promoting the survey.
- I have presented institutional findings at Chancellors Cabinet, Student Affairs departments, North & South campus student presentations will occur in Early April, Highlands Leadership will be in early April, and I am developing a campus wide handout for Stall Stories to go out in April.

Any
Questions

Student Self-Assessment and Reporting (to include preparedness and level of interest going into the course)*;

- I was interested in the course subject before I enrolled.
- I was adequately prepared for the requirements and demands of the course.
- [department/program added question or questions]

Course Organization, Instructional Materials, and Learner Resources*;

- I understood what the course expected of me.
- The instructional materials contributed to my learning
- The instructor appeared well organized and prepared.
- [department/program added question or questions]

Activities and Learner Interaction*;

- The course was taught effectively.
- The instructor responded professionally to my questions and ideas.
- The instructor was available and responsive.
- The instructor treated the students professionally.
- [department/program added question or questions]

Assessment and Feedback*;

- The evaluation of student work was tied to course expectations.
- The instructor provides feedback that helped me gauge my performance.
- [department/program added question or questions]

Classroom, Facilities, and Learner Support*;

- The university provided the academic and student support I needed.
- The classroom (or online learning system for online courses) provided an adequate space in which to learn.
- [department/program added question or questions]

Qualitative Questions

- Explain what most contributed to your learning.
- If you responded “strongly disagree” to any of the questions, please elaborate.
- Please add other comments or suggestions.

*Signifies categories of measure using questions that require a 0-5 response (0=n/a, 1=strongly disagree, 5=strongly agree).

Student Evaluation of Teaching (/Student Course Evaluation) March 2018 Sub-Committee Updates

As of December 2017, the following “working list” of desired functionalities has been recognized. We may, at the instruction of the Senate or General Faculty, retain, modify, or add to this list.

- a) The ability to ask follow-up questions based on the answer a student gave. For example, if the answer was poor, ask a follow up questions for explanation purposes
- b) Button to allow instructor to send email to class, asking them to fill out the survey. The text for this email would be customizable by each instructor
- c) Allow the instructor to view all results for all of their classes at one time in an aggregate fashion.
- d) The ability for the instructor to send all of their evaluation results to a .pdf or Excel spreadsheet based on years/semesters chosen.
- e) Add a picture of the instructor to the top of the evaluation so the student can confirm who they are evaluating
- f) Allow for midterm evaluations to supplement end-of-term evaluations. Results to go to the Department Head. This would enable the instructor to set a begin and end date for an evaluation that they created.
- g) Implement the “Tweet Rule” for qualitative measures—at least 140 characters required.
- h) Faculty members, by request, receive access to computer lab with proctor should s/he wish to offer the online option under controlled conditions.
- i) Data can be sorted by Section (for instance, “Section on Curriculum-Assessment” can be floated from other sections).
- j) Allow “Skip” feature that fills all sections with “N/A.” Offer, but do not require, a field that students can use to explain why they opted not to answer the survey.
- k) Mobile friendly.

Student Evaluation of Teaching
(/Student Course Evaluation)
Sub-Committee Update

March 2018

Agenda (in 10 or fewer minutes)

- Old Business: Statement of Purpose, Draft of Requested Functionalities, and Outcomes (Categories of Measure)
- New Business: Draft of Questions, Request for Senate Activity
- Forthcoming Business: Action Plan AY 18-19

Old Business: Purpose Statement Draft

The forthcoming recommended revisions to the Student Evaluation of Teaching instrument and administration endeavor to produce

a meaningful measure of student's self-perceptions of learning

that:

- supports departmental decision-making,
- recognizes excellence in instruction,
- provides feedback to Teaching Circles and/or other institutional improvement efforts, and
- participates in employment related decisions consistently with the CBA and Iowa State University's Center for Excellence in Teaching and Learning's guidelines and recommendations for effective practices.

Old Business: Proposed Topic Areas (What to Measure)

- Five Core Measures*
 - Student Self-Assessment and Reporting,
 - Course Organization, Instructional Materials, and Learner Resources
 - Activities and learner interaction
 - Assessment and feedback
 - Classroom, Facilities, and Learner Support
- If adopted, we anticipate a need to review performance standards. All domains are valuable to the purpose behind the revisions, but not all related to instructional performance.

Old Business: Working List of Functionalities

- All can be completed “in-house” with no anticipated cost.
- Some are already forthcoming or under development.
- Some more complicated features may take 12-18 months to code, test, and implement.
- User-friendliness of the interface, although not explicitly listed, will be a consideration.
- See Handout

New Business: Draft of Questions/Survey Instrument

- See Handout
- Quantitative Questions: 0 = not applicable, 1-5 point scale of agreement (1=strongly disagree, 5=strongly agree).

New Business: Faculty Senate Action

- Please review the information presented with your department, and respond to gsouthergill@mtech.edu (as soon as possible, but not later than April 6).
- Respond in one of three categories:
 - Support: Your faculty support the revisions to SET as presented defined.
 - Qualified Support: Your faculty would support the revision with certain conditions or modifications (explain).
 - Do not support: Your faculty prefer to stay with the current tool.
- We will use this information to finalize preparations for the GFM, and our action plan for next year (next slide).

Forthcoming Business: AY 18-19 Action Plan

- Our major objective is to finalize recommendations, that would ultimately go to the VCAA (Provost).
- What will be needed (next step):
 - Input from students. Would they complete this survey, and do they feel it gives them a meaningful voice?
 - Testing of instrument, features, and administration. Are we capturing what we hope to capture? What challenges may be encountered to a more widespread integration? Do the interface and proctoring methods “work?”
 - Administrative support. Provost’s Cabinet saw this in an earlier form and provided useful feedback, but not a consensus or unified position.
 - General Faculty buy-in. A majority, if not super-majority (>70%) vote in favor of our final recommendations.

Closing

- Don't forget to send feedback to gsouthergill@mtech.edu!
- A few moments for questions...