Faculty Senate Minutes
1/31/2020
1-2 pm
Chancellor's Lounge Mill Building

Present: Charie Faught (Chair), Atish Mitra, Chad Okrusch, Peter Lucon, Laura Young, Tony Patrick, Abhishek Choudhury, Vickie Petritz, David Nugent, Chris Gammons, John Ray, Ulana Holtz, Dan Autenrieth, Matt Donnelly, Stella Capoccia, Karen Wesenberg, Katherine Zodrow, Courtney Young, Dean Steve Gammon, Carrie Vath, Matt Egloff

Quorum @1:00pm

I.   Welcome and Minutes (https://www.mtech.edu/facultystaff/facultysenate/minutes/index.html)

Approvals for January 14, 2020. Motion and seconded. **PASSED.**

Action Items

None at this time.

Informational Items

I.   SSI Data Presentation

Carrie Vath presented the data from the survey(see attached).

Senator: what institutional mechanism is there to address the points from this survey? Carrie Vath: The chancellor's response team will look at suggestions and suggest steps. Senator: Any time frame when this is expected to be be done? Carrie Vath: A retreat has been planned, where this will be discussed. Carrie Vath: Responses suggest that South Campus students feel disenfranchised. Senator: Suggested we standardize our syllabi so that students get better information about policies.

II.   Request to amend Faculty Senate Bylaws to include representation of Writing Program

No discussion.

Discussion Items

III.   Activities and priorities for the upcoming year

a.   Workload

Dean Steve Gammon presented: The faculty handbook codifies procedures (specially as the campus is partially unionized). If there is conflicting language between the contract (CBA) and faculty handbook, the contract trumps. The contract is bargained and has legal validity. For south campus, the contract specifies 32 credit workload, so it is clear. The changes in the new contract are on sabbatical, extra credit hours taught, and on pay for summer courses. Dean Gammon suggested individual departments

have discussions on what should count as part of service (advising?) and scholarship, and create lists of acceptable items. Suggestion: On teaching, peer observations should supplement student evaluations. Senator: teaching load should not be used as a punitive aspect. Senator: what will instructors be evaluated on? Dean Gammon: teaching only. Comment: Last minute changes of teaching assignments, and making faculty teach outside their specializations – should be discouraged. Senator: Should any workload equity consultant be helpful? Dean: maybe this issue should be solved internally by discussion between faculty rather than outside consultants. Senator: instead of using teaching workload using punitive actions, we should train the people who have trouble. Dean Gammon stressed the importance of reporting 20th day and 40th day grades, in improving student success. Senator: what about inequity between different departments?

b. Faculty Satisfaction Survey
    No discussion

c. Other
    i.   Technical Report Series
         No discussion.
    ii. Faculty Yearbook
         No discussion.

IV. Other Items
    a. Discuss what constitutes an action item, etc. on faculty senate agenda
        No discussion.
    b. Creating and filling of new positions
        No discussion.
    c. Faculty Staff Handbook Updates/Changes
        No discussion.

Motion to adjourn @2:10pm

V.a.iv Workload Requirements (Faculty Staff Handbook and CBA):

- Faculty Staff Handbook
    - Assigning teaching duties equitably to the department's faculty in such a manner as to take the greatest advantage of their individual expertise, interests and abilities;
    - Scheduling of classes and the arrangement of the teaching schedule in a manner that avoids intra and inter-department conflicts between required courses and allows faculty adequate time blocks to prepare for instruction, carry out research and serve the Institution and the community.
    - The Department Head, in consultation with the faculty of the department, is responsible for the continuing development of the curriculum and for its oversight. If it is individually accredited by an organization such as ABET, the Department Head is responsible for maintaining accreditation of the department's degree program. The Department Head is normally expected to carry two-thirds of the teaching load assigned to faculty in the department.
- CBA
  21.100 WORKLOAD ASSIGNMENT

  Department Heads are responsible for assigning faculty workload, subject to the approval of the Dean and P/VCAA. The instructional portion of the workload shall be that deemed sufficient to meet programmatic needs as determined by the Department Head and Dean in consultation with department faculty.

  While it is not expected that the teaching portion of workloads be identical within and among departments, assignments will be made relative to the total activity of faculty including research, scholarship, creative activity, service and administrative duties. When assigning a faculty member's workload, the Department Head may take into consideration such activities as listed below and make adjustments as deemed necessary:

  1. Contact hours 2. Unfunded or funded research 3. Funded research buyouts 4. Advising responsibilities 5. Labor intensive committee assignments 6. Large student credit hour loads 7. Department Head 8. Additional administrative assignments

  The above list is not intended to be all inclusive and the Dean or Department Head may make adjustments for additional activities as deemed appropriate. Normally, a full-time faculty member's teaching load shall not be reduced to less than 12 credits per year.

  Members of the faculty shall post office hours during which they shall be available to students.

Student Satisfaction Inventory (SSI)

2019

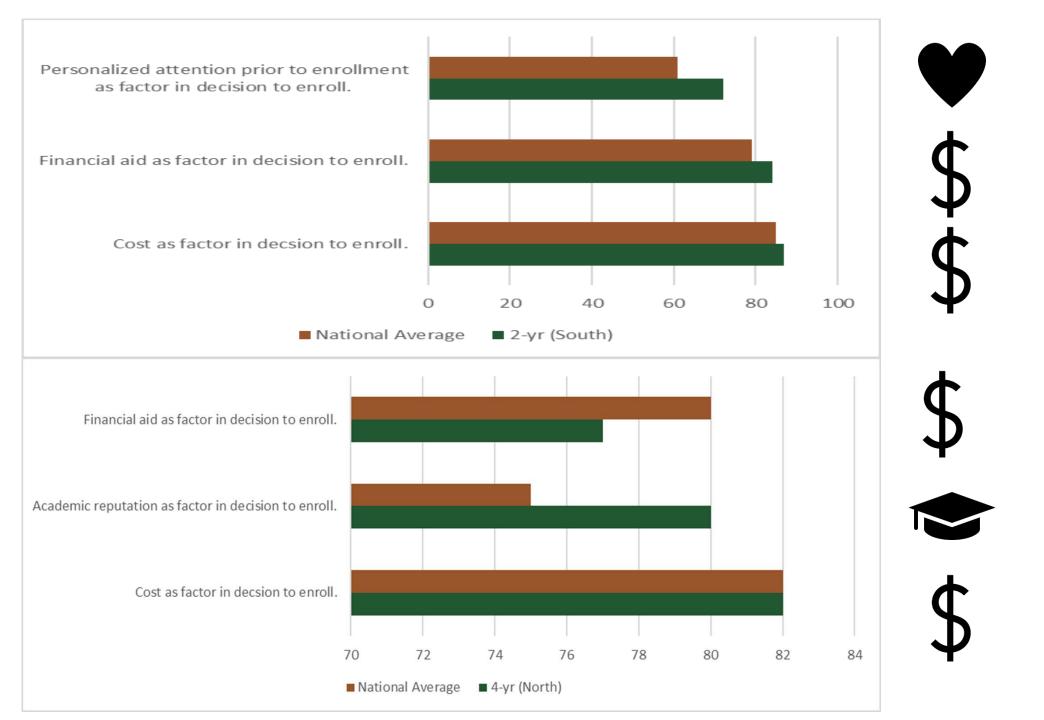Presented at Faculty Senate January 2020

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.

Personalized attention prior to enrollment as factor in decision to enroll.

Financial aid as factor in decision to enroll.

Cost as factor in decsion to enroll.

0   20   40   60   80   100

■ National Average   ■ 2-yr (South)

Financial aid as factor in decision to enroll.

Academic reputation as factor in decision to enroll.

Cost as factor in decsion to enroll.

70   72   74   76   78   80   82   84

■ National Average   ■ 4-yr (North)

How has reason to enroll changed over time? (South)

2015	2017	2019
• Fin. Aid • Location • TIE: Cost and Academic Reputation	• Fin. Aid • Cost • Academic Reputation	• Cost • Fin. Aid • Personal Attention

How has reason to enroll changed over time? (North)

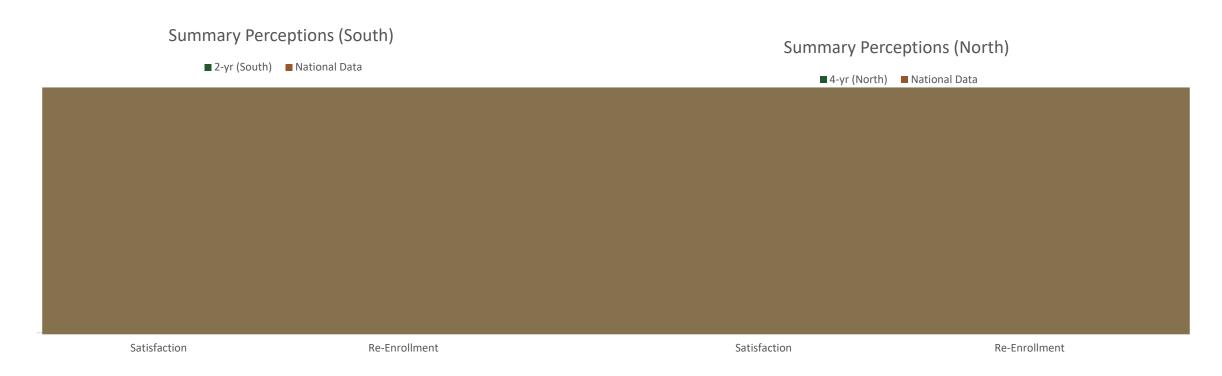| 2015	2017	2019
• Ac. Reputation • Cost • Fin. Aid	• Cost • Ac. Rep. • Fin. Aid	• Cost • Ac. Reputation • Fin. Aid

How do Students Feel about their Experience at Montana Tech?

Summary Perceptions (South)

■ 2-yr (South) ■ National Data

Summary Perceptions (North)

■ 4-yr (North) ■ National Data

Satisfaction   Re-Enrollment

Satisfaction   Re-Enrollment

71% of respondents reported Tech was their 1st choice institution

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Scales of Importance (Total of 98 questions)

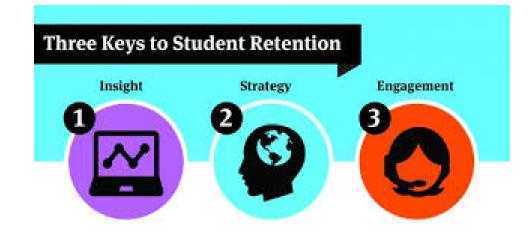|	
Academic Advising (and Counseling) Effectiveness: assesses the comprehensiveness of College's academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.	**Recruitment (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.
Academic Services: assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas.	**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.
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.	**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.
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.	**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.
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.	**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.
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.	**Campus Life:** assesses College's effort to provide students with quality on-campus housing, dining services, student activities, discipline, athletics, and intramural activities.

How can departments use the SSI?

Respondent Demographics

- 2-yr South Campus

- 92/379 24% Response Rate
  - 6% increase from 2017
- 46% Female
- 43% 19-24
- 72% live off campus
- 40% in Yr. 2 (Srs)
- 41% self-report a GPA of 3.0-3.49
- Associate of Science largest major (33%) followed by Rad. Tech (20%) and Metals Fab(10%)

- 4-yr North Campus

- 470/1,491 32% response rate
  - 8% increase from 2017
- 52% Male
- 64% 19-24
- 77% live off campus
- 28% Seniors
- 41% self-report a GPA of 3.5 or above
- General Eng. Largest major (18%) followed by Nursing (17%) & Petroleum (8%)

Departments and sample size: 2-Year

Majors (only those that had a student respond)	Fall 2019 Enrollment	Fall2019 Respondants % in major	N	% change from 2017
Metals Fab. Tech	29	28.0	8.0	11.0
Civil Eng. Tech.	10	50.0	5.0	25.0
Acct. Tech.	20	5.0	1.0	-20.0
Net. Tech	13	46.0	6.0	35.0
Med. Asst.	12	17.0	2.0	-22.0
Rad. Tech.	**70**	**23.0**	**16.0**	**-3.0**
Bus. Tech.	7	14.0	1.0	-17.0
Assoc. Science	**136**	**19.0**	**26.0**	**4.0**
Automotive Tech.	15	13.0	2.0	n/a
Drafting Tech.	4	25	1	n/a
Lineman	23	13	3	n/a
Construction Tech.	28	29	8	n/a

Departments and sample size: 4-Year

Majors (only those that had a student respond)	Fall 2019 Enrollment	Fall2019 Respondants % in major	N	% change from 2017
Biology	71	39.0	29.0	12.0
Business	146	21.0	31.0	-6.0
Chemistry	21	24.0	5.0	-21.0
CS & SE	78	37.0	29.0	18.0
Environ. Eng.	56	45.0	25.0	15.0
Gen. Eng. (ME & CE)	327	24.0	79.0	-8.0
Geo. Eng.	36	44.0	16.0	24.0
GeoP. Eng.	8	13.0	1.0	-2.0
PTC	17	29.0	5.0	n/a
HCI	12	17	2	n/a

Majors (only those that had a student respond)	Fall 2019 Enrollment	Fall2019 Respondants % in major	N	% change from 2017
IAS	19	16.0	3.0	-13
Math	14	7.0	1.0	-3
MET	35	51.0	18.0	23
Mining Eng.	63	25.0	16.0	-12
Nursing	234	30.0	72.0	2
PET	118	29.0	36.0	5
Net. Tech.	17	29.0	5.0	10
OSH	96	23.0	22.0	-3
Elec. Eng.	66	29.0	19.0	7
Statistics	1	100	1	n/a

Next Steps

- If your department has more than 10 respondents or greater than 20% of your students as a respondent I would be happy to present your findings at a departmental meeting (Need a minimum of 30 minutes to present and 2 weeks notice or as a typed report need 2 weeks notice)

- I have presented institutional findings to Leadership Team (Jan 2020), Student Affairs departments (December 2019)

- Upcoming presentations North & South campus student forums (Feb. 2020), Highlands Leadership Team(Feb. 2020)

- a campus wide handout for Stall Stories Went out in Jan. 2020

Institutional Highlights

What does Montana Tech do well(Strengths)?

2-yr South

- Academic advisor is Knowledgeable about program requirements
- Quality of instruction in vocational/technical programs is excellent
- Academic Advisor is approachable

4-yr North

- Campus is safe and secure
- Institution has a good reputation in the community
- The staff in health services area are competent

What can Montana Tech do better (Challenges)?

2-yr South

- Students want to be notified about grades early and often

- Faculty do not provide timely feedback about student progress in course

- Administration needs to better communicate decisions to students

4-yr North

- Quality of Instruction in classes

- Student Experience on the campus

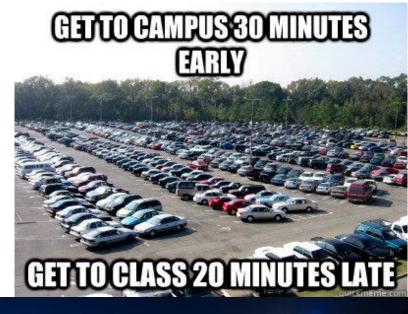- Faculty do not provide timely feedback about student progress in course

Take aways: 2-yr South Campus

Take aways: 4-yr North Campus

GET TO CAMPUS 30 MINUTES EARLY
GET TO CLASS 20 MINUTES LATE

IT'S ABOUT the FOOD

PROCESS