Faculty Senate
Minutes
February 13th, 2019
SUB Room 233
3:10- 4:30 pm

Name	Represents	Attended
Richards, Abigail	Chair	X
Austin, Eric	Chair-elect	X
Amende, Kevin	EN/Mech & Ind Engr	X
Anderson, Christina	AR/Film & Photography	X
Anderson, Ryan	EN/Chem Engr	X
Arnold, Shannon	AG/Agricultural Education	X
Belasco, Eric	AG/Agricultural Economics	X
Borys, Nick	LS/Physics	X
Carr, Patrick	AG/Research Centers	X
Dana, Susan	Business	X
Dratz, Ed	LS/Chemistry & Biochemistry	X
Fick, Damon	EN/Civil Engineering	X
Gao, Hongwei	EN/Electrical & Comp. Engineering	X
Hatch, Jeremy	AR/Art	X
Herman, Mattew	LS/Native American Studies	X
Hurt-Avila, Kara	HHD/Health & Human Development	X
Kosto, Allison	Extension/Off Campus	X
McPhee, Kevin	AG/Plant Sciences & Plant Pathology	X
Meyer, James	LS/History & Philosophy	X
Mukhopadhyay, Jaya	AR/Architecture	X
Parker, David	LS/Political Science	X
Roberts, Dave	LS/Ecology	X
Schmidt, Edward	AG/Microbiology & Immunology	X
Slye, Teresa	Gallatin College	X
Sterman, Leila	Library	X
Stowers, Steven	LS/Cell Biology & Neuroscience	X
Thompson, John	LS/Modern Languages	X
Yamaguchi, Tomomi	LS/Sociology & Anthropology	X

ALTERNATES	Dept	Attended
Greenwood, Mark*	LS/Math Sciences	X
Moyce, Sally	Nursing/On Campus	X
Rogers-Stanton, Christine	ED/Education	X
Wittie, Mike	EN/Computer Science	X

*Alternate for the Alternate

OTHER ATTENDEES	Dept	Attended
Provost Mokwa	Office of the Provost	X
Arlitsch, Kenning	Library	X
Arrandale, Molly	Library	X
Fastnow, Chris	Office of Planning & Analysis	X
Mumey, Brendan	Faculty Affairs	X
Rossmann, Brian	Library	X
Rushing, Sara	Political Science	X
Singel, David	Office of the Provost	X

I. Call to Order: Meeting was called to order at 3:11

II. Approval of the January 30th meeting minutes

   Teresa Slye moves to approve. Susan Dana seconds. None opposed. Approved.

III. Informational Items
   a. Updates from University Council
       i. Training for student groups
       ii. Just reach out if you are interested
   b. Library/Nopper Move – *Kenning Arlitsch*
       i. LibQual Survey 2018
           A. 965 Responses
           B. 96 Comments related to space
           C. 41/96 Comments related to crowding
           D. Sample Comments
               1. "There is not enough space in the library for the ever-increasing student population. Finding a place to sit and work has become increasingly difficult and competitive." [undergraduate student]
               2. "There are a lot of comfortable places to sit in the library, but not enough quiet spaces to study and write. Lately, I've seen students sitting on the floor on the third floor." [undergraduate student]
               3. "The library is frequently way too full, and there is nowhere to sit. Please consider expanding the library to accommodate the growing number of students that need to use it." [graduate student]
               4. "The study spaces provided are awesome, especially on the third floor by the library. However, there is not enough for the amount of students, and it is often hard to find a place to sit." [undergraduate student]
       ii. Library Building Specs
           A. Built in 1949
           B. Addition added in 1962-now two buildings put together
               1. 112,000 sq. ft total

           2. Enrolment was 4,320 students
- C. Book repository design
- D. 1100 Seats
    1. 6.5% of FY18 student body
    2. Professional standard: 15%-25%
- E. 2 Classrooms
- F. 10 Group study rooms

iii. A changed World
- A. Then
    1. Information scarce
    2. Attention abundant
- B. Now
    1. Information abundant
    2. Attention scarce

iv. The library collection has decreasing relevance

v. Use of the general print collection has declined from 45% in 2008 to 10% in 2016

vi. Our plan: Implement early phases of master plan by moving some of print collection out of the building and renovating Levels 2 and 4

vii. Master Plan
- A. 18-month process completed September 2016
- B. Hired architecture, design, and engineering firms
- C. Solicited feedback through numerous focus groups
    1. Students
    2. Faculty
    3. Staff
- D. $30-million phased renovation plan (graphic from slides?)
- E. Principles of the plan
    1. Retain high-use materials in library
    2. Move low-use materials to compact shelving in Nopper
    3. Retrieval service for print delivery
    4. Scanning service for electronic delivery of articles

viii. Renovation Intent: Levels 2 and 4
- A. Follow 2016 Master Plan
    1. 18-month process
    2. Informed by student and faculty focus groups
- B. Increase seating by 25%
- C. Individual and group study
- D. Potential spaces for campus groups:
    1. Sophomore Surge, Hilleman Scholars, CFE, etc.
    2. Student club spaces
- E. Researcher services space
    1. Coordinate currently dispersed services in a "storefront"
    2. Consultation/collision/technology-rich spaces

ix. Timeline/Process
- A. September –January: Completed RFI and RFP process
- B. February: Contract with Backstage Library Works; Hired local project manager
- C. February-May: Inventory and identify items to move

          D. May-July: Move selected items to Nopper Building
- x.   Communication Plan
  - A. PEC-Jan 30
  - B. ASMSU Senate-Jan 31
  - C. Deans- Feb 5
  - D. Electronic Communication to Students and Faculty-Feb 5
  - E. Open Forums Feb 11-15
  - F. Faculty Senate-Feb 13
- xi.   Questions
  - A. What are you going to do with this new space? Undergrads already have lots of spaces on campus to do group work (dorms, cafes, library). What they don't have is a place to think and write and read in silence. Consider an enclosed room where they can work quietly-that's what we are in need of.
    1. There is a quiet space on another floor.
    2. Do understand what you are saying
    3. Not changing those collaborate spaces. Those will still be available to students.
  - B. Would like to applaud this effort. Students benefit greatly from group study.
  - C. Concern is serendipity. Seeing a book that sparks creativity. Be aware of what you display.
  - D. Would there be a space for faculty?
    1. Would love to have a bigger building, but that is not going to happen.
    2. Haven't designed the quiet spaces yet
  - E. Built in 1961. Enrollment is much higher than it was then, but you are only increasing seating by 25%?
    1. Without a larger building we can't add much more seating.
  - F. Will books be removed on an individual basis, or by grouping?
    1. Will be identifying materials that will be staying. There will be collections moving, but there will be exceptions.
    2. There is a feedback form on the website. We would love your feedback and need to know what books, in you feel should stay, or go.
    3. We can always bring books back from storage.
  - G. Good system for getting info on what should go offsite. What is the downside of moving everything off site?
    1. Didn't think we'd ever go that far. Many people do want to see printed books in a library.
    2. We could seat more students if we got rid of more books, but we need books.
  - H. Second floor is a pleasant, vibrant area. A lot of students like to study where it is a bit noisy.
  - I. Is there a plan for more scanners? Went there the other day but there was only one microfilm machine and it was being used.

                1. There are scanners in the library, but we should look into getting more than one microfilm scanner.

      J. Faculty felt like this was not brought before them prior to now.

                1. We made quite the effort to reach out during that feedback period. There has been a gap since then and maybe they've forgotten they've seen it.

      K. There used to be a separate library for Arts books. Usage was way up and would love to see it again.

                1. There is no plan to do that again.

c. 4x4 Assessment – *Chris Fastnow/David Singel*
  i. Assessment plan
      A. Developed by Assessment Group
      B. Presented to
          1. Assessment Group, October 2018
          2. Cabinet, October 2018
          3. Deans, October 2018
          4. Department Heads, February 2019
          5. Faculty Senate, February 2019Assessment Elements
  ii. Assessment Elements
      A. Compare Summer 2018 to prior summers
          1. KPI's-trend in enrollment, sections, revenue
          2. New Assessments
              • Student Questionnaire (31%)
                  o Info from slide
              • Instructor Questionnaire (70%)
                  o Info from slide
                  o Important differences between lecture/seminar/recitation vs. lab/studio
                  o Modified content-They thought the pedagogy was going to have to change in order to teach the course in this format. Want to do more follow up on that.
              • Student-Facing Staff Questionnaire (53%)
              • Grade, retention, graduation outcomes
              • Follow-on course outcomes
              • All accessible in Box
  iii. Assessment Outcomes
      A. Compare Summer 2018 to last summer KPIs
          1. Enrollment steady
          2. Sections up
          3. Section size down
          4. Revenue up (tuition increase)
      B. Student Questionnaire

1. Schedule allowed other plans (59% agree + str agr)
2. Trouble keeping up (37%)
3. Like to focus on a topic (87%)
4. Prefer to 6+ weeks (53%)
5. Enough time for homework (60%)
6. Prepared for next course (63%)
7. Recommend to a friend (57%)
8. 16% neutral on most items

C. Instructor Questionnaire
1. 1:2 TT to grad or NTT
2. Schedule was appropriate (60% agree/27% disagree)
3. Modified content (70%/24%)
4. Modified outcomes (50%/41%)
5. Students are prepared for next course (48%/29%)
6. Recommend teaching (40%/39%)
7. Would teach again (54%/32%)
8. Recommend to a student (37%/42%)
9. Important differences between lecture/seminar/recitation vs. lab/studio

D. Grades, Retention, Graduation
1. DFW rates dropped; Ws really dropped
2. Avg GPA up, 4x4GPA up
3. Retention to Fall slightly up
4. Grad in Summer flat (clustered among non-4x4section takers)

E. Follow-on Course Outcomes (watch Ns)
1. Nothing points in the direction that students cannot learn in this format.

F. What's next?
1. Build on preponderance of positive responses and adaptive efforts
   - Additional instructors/instructional support to mitigate intensity for instructors
   - Advance similar support in lab/lab-lecture
   - Accelerate response of technical support
   - Continue with CFE preparation
   - Continue to assess -especially learning outcomes
   - Translate this assessment to other semesters

G. Questions/Comments:
1. How are you going to assess the learning outcomes?
   - There is work to be done on that. Will work with Rachel Anderson in the Office of the Provost on assessment, etc.
     o Would like to see teaching evaluations based on learning outcomes and not on whether the student is happy or not.
2. If summer students are a different cohort than the others, the data is still disheartening.

- Good topic for Complete College America. It's an issue for institutions across the nation.
- Would like FS to consider:
    - Concerning that only 44% of professors would tell students to take a 4x4.
    - Reading gets condensed.
    - Course sequences could be hard to keep in order.
3. Would like to see syllabi looked at and reworked.
4. Maybe we need a task force to gather data and syllabi data that compare 4 wk, and 6 wk courses.
    - Response: Learning styles are different. Writing blocks are probably not appropriate for Summer 4x4. Languages: Is it better to be totally immersed in one language
5. Summer online classes: They are exempt from the 4x4 format. Cannot tell which students were online. There aren't that many that do both an in person 4week course and an online 6 week course to compare.
6. Why has a faculty committee not been asked to do a FORMAL assessment of the 4x4? There has been a formal assessment. Will take that suggestion.
    - David Parker moves to create a faculty task force to develop the matrix for assessment and gather syllabi data for the 4x4. Jim Meyer seconds.
        - Provost Mokwa: Accrediting body is changing the process for assessment and goes down to the discipline level. Assessing the syllabus is best done by those in that discipline. If a committee is formed and they are interested in aligning with the assessment process, I think it's a great idea.
        - David Parker: It's good that we have data, but we need more.
        - Is this available to everyone on campus? Everything is in box. We can get it posted, without the individual student data.
        - Seems like a very daunting task for anyone to take on.
        - Take to Steering and look at it closer. Look at needed resources, etc. Work in progress.
    - None opposed. No abstentions. Approved.

IV. Old Business
   a. FYI – Courses approved in Senate Steering
      i. ECNS 451 : Behavioral & Experimental Economics
      ii. EDCI 555 : Technology, Instructional Design, and Learner Success
      iii. EDCI 561 : Language Acquisition: Decoding and Encoding
      iv. EDCI 563 : Language and Literacy Teaching and Assessment
      v. ENGL 565 :Literary Landscapes
      vi. LRES539:Restoration Ecology and Applications
      vii. PSPP 522 : Insect-ology for Teachers

   b. Minor in Data Science
      i. 30 Credits comprising Computer Science, Math and Statistics
      ii. 21 Credits of required coursework, 9 credits of electives
      iii. Learning Outcomes
      iv. Overlap with the Financial Engineering Major-will deal with that separately from this proposal
      v. Comments:
         1. Concerns about the stats courses. Most people wouldn't be taking those stat courses, but other ones. Was hoping this would be a bit more open to others, more flexible.
         2. Issue that came up in Steering: If you aren't already in a science/math based major this would be almost like getting a major by the time you were done. Do we have a concern making something look ore broad then they are? To do this minor, for some, would be like getting two majors.
         Mike Wittie moves to approve. David Parker seconds. No further discussion. None opposed. No abstentions. Approved.

V. New Business
   a. New Courses
      i. EENV 341: Physical & Chemical Treatment Processes
      ii. HTR 475: Integrative Hospitality Simulation
      iii. IDSN 232: Advanced Digital Graphics
      iv. KIN 330:Motor Control and Learning
      v. LS 402: From the Closet to the Courts: Contraception Through the Ages
      vi. NASX 265: World Indigenous Humanities
      vii. PHSX 497: Conceptual Physics for Teachers
      viii. PSPP 521: Plant Science for Teachers: It Grows on You
      ix. PSYX 222: Psychological Statistics
      x. PSYX 352: Comparative Psychology
      xi. PSYX 692: Independent Study
   FYI-Course Deactivations
      i. AVFT 282 : Certified Flight Instructor
      ii. FILM 359 : Sound Design
      iii. PSYX 223 : Research Design and Analysis I
   b. Program Changes

   i. AGBU – Minor in Agricultural Business-Taking out calculus prerequisites to make the minor more accessible to other units.

   ii. BLFM – Bachelor of Science in Biological Sciences-Fish and Wildlife Ecology and Management-Substituting in courses that are more science based

     A. Main idea is to differentiate the Fishery course work from the Wildlife course work. Also fixes a couple of big bottlenecks in lab sections.

VI. Announcements
- a. Upcoming Agenda Items
  - i. University Health Partners
  - ii. Open Access Educational Resources –OCHE Grants/MSU Library Funding
  - iii. Title IX and Mandatory Reporter Training
  - iv. Internship Policy
  - v. Next Chair Elect
    - A. Nominations between 2/27 and 3/13, candidate presentations and election 3/27
- b. Family Advocate needed-Sara Rushing
  - i. Program started in 2009
  - ii. 2012 started meeting with on campus interview candidates. Can ask questions that you normally wouldn't ask the search committee.
  - iii. Looking to bring more people in to the program
  - iv. Need help. Group of three doing it now. Would like to see it a group of 6. Possible small stipend. Would like to see men as well as women do this. Would get all the training you need. Need to be confidential-even with the search committee. Can be relatively new faculty.

VII. Public Comment
- a. Steve Stowers: CBN Update on Department. Arrangement of department head from History in as interim Associate Dean is still in place. CBN has written a new plan and submitted it to the Provost. If it is not accepted the program will be put into moratorium.
- b. Teresa Slye: Search for new Dean of Gallatin College. Please look at the announcement.
- c. Ed Schmidt: Follow up on CBN comment: No idea what the universities vision is on what is going to happen. What is behind this? Where is it going?

VIII. Adjournment
- a. Ed Dratz moves to adjourn. Mike Wittie seconds. Meet was adjourned at 4:43.

Reminder: Next Faculty Senate Meeting
February 27, 2019
3:10-4:30 PM
SUB Ballroom C