ACADEMIC SENATE MINUTES

DATE: October 7, 2021

PRESENT: Suzette Nynas   Matt Queen
                Mara Pierce   Jennifer Lynn
                Scott Butterfield   Rakesh Sah
                Rachael Waller   Heather Thompson-Bahm
                Paul Pope   Sam Boerboom
                Austin Bennett   Kurt Toenjes (ex-officio)
                Susan Gilbertz (ex-officio)   Sep Eskandari (ex-officio)
                Darlene Hert (ex-officio)

ABSENT: Susan Gregory*   John Pannell*
                Tami Haaland (ex-officio)   Ed Garding (ex-officio)
                Vicki Trier (ex-officio)*   Susan Simmers (ex-officio)
                Kim Hayworth (ex-officio)   Jana Marcette (ex-officio)
                                excused

GUESTS: Melinda Tilton   Julie Pettitt-Booth

PRESIDING: Jennifer Lynn, Chair

Jennifer Lynn called the meeting to order at 3:41 p.m. in Library 148, with some members attending via webex.

I.   ANNOUNCEMENTS

Julie Pettitt-Booth, Director of Retention, encouraged all faculty to send her early alerts. Faculty can also visit msubillings.edu/academicalert or email earlyalert@msubillings.edu.

II.   ACCEPTANCE OF MINUTES

The minutes of September 23 were accepted as presented.

III.   PROVOST & CHANCELLOR REPORTS

Provost Eskandari thanked the faculty on behalf of Chancellor Hicswa for the great work they are doing.

He reported:
- The NWCCU virtual accreditation visit is October 14-15, which is a very important event for our campus.
- The Center for Teaching and Learning Intent to Plan was approved by the BOR in October. We have submitted the Level II paperwork, with approval hopefully coming in November.
- Fifteen program reviews were submitted to OCHE.
- The list of faculty evaluations went out last week. Dr. Eskandari apologized for the delay. There may still be some errors in the list.
- The Academic Growth Maps which include the course rotations and modalities are a high priority for retention and graduation. It is not a guarantee for students, but should give them a seamless path to graduation. It is understood that these will change and cannot be completely accurate all the time, but it's still very helpful information.
- The Retention and Graduation Council was formed and met last week. It includes two faculty nominated by Chair Lynn. The group will create a five-year plan to be presented to Senate and the campus in 2022.

IV.   OTHER REPORTS

None

V.   ITEM FOR INFORMATION

Item 10 Center for Teaching and Learning Level II paperwork. For information.

⇒ Motion by Paul Pope, seconded by Rachel Waller to **accept Item 10 for information.**

⇒ Motion carried.

VI.   ITEM FOR APPROVAL

Item 11 General Education Program Outcomes.

Melinda Tilton, Co-Chair of the Gen Ed Committee, stated that the simplicity of the outcomes does not show the amount of work the Committee put into them.

In response to the 2018 accreditation review, the Committee reviewed all courses and removed those courses which were never offered. The Committee also collaborates with the Strategic Planning subcommittee charged with Gen Ed.

The Committee went from 30 category outcomes, which we were not successful in assessing, to these 9 program outcomes. They are more manageable and we can effectively gather data using them.

⇒ Motion by Scott Butterfield, seconded by Paul Pope to **approve Item 11.**

Ms. Tilton noted that the 9 program outcomes were sent to department chairs in Spring 2021 for review. The GEC tried to make sure all disciplines were represented. The 4 areas at the top are from the General Education Purpose Statement. The next step the Committee plans to take is mapping all Gen Ed courses to these 9 outcomes. One course may fit multiple outcomes.

The question was raised as to whether mathematical methods should be referenced. It was responded that other disciplines besides math will feed into that outcome, so our students do learn different methods.

⇒ Motion carried.

VII. DISCUSSION/ACTION ITEMS

A. Planning & Approval of Online Programs

The Senate has already discussed and agreed that it should receive notification when a program moves online. The online questions have been added to the CourseLeaf program form as a result.

However, should there be a planning process for migrating a program online *before* faculty would fill out CourseLeaf forms? Consultations with the Dean and/or Provost may need to happen. Provost Eskandari noted that we do want to be intentional when we move a program online, because it does have many implications for students and accreditation. Programs also need to be flexible and nimble with course modality.

It was noted that it would be interesting to learn how many student do complete entirely online degrees.

Since we have multiple levels of online programs thanks to different accreditation and reporting we do, some programs may accidentally (especially because of the pandemic) move to 50% online when they were not, before. The levels include: 50%, 80% or 100% online.

It was suggested that the course rotation and modality reports will tell us how much of a program is online. Perhaps this needs to be reviewed annually. It was noted that these reports are still in progress with the Deans, but will be put in an accessible place so they can be reviewed and updated by faculty on a regular basis.

It was agreed that the pathways and course rotation/modality reports seem to solve the planning issues.

The meeting adjourned at 4:28 p.m.

rjrm