# ECOS Meeting Minutes, November 1, 2018 3:00 p.m. UH 221

Call to Order
Members present: A. Delaney, A. Johnstone, M. Pershouse, T. Manuel, M. Semanoff, G. Quintero

Members absent: N. Hinman
Guests: Ross Best, Cameron Kia-Weix (Kaimin), Keila Szpaller (Missoulian)

* The minutes from 10/25/18 meeting were approved.

## Public Comment - none

## Communication

* Vice Provost Nathan Lindsay will supply a written update on Student Success Initiatives. His visit with ECOS was canceled for this semester due to time constraints.
* Chair’s report
The shared governance leaders met on Monday and briefly discussed plans for the upcoming BOR meeting. ASUM is going to discuss mandatory fees with the Board. Chair Semanoff will reach out to MUSFAR to learn about other MUS campuses budget planning. ASUM is concerned about how it will nominate students to the Retrenchment Committee. The Staff Senate President Luke Alford volunteered to help fun reports on InfoGriz to narrow the eligible students to those not taking classes in the affected programs. It will be difficult to get students to serve given there are no incentives and the work will most likely take place during winter break.

There are working groups assigned to the President’s Priorities for Action. There were reports from the first two priorities at the Cabinet meeting. The groups are charged with identifying objectives, metrics for success indicators and action items. Students at the Center of Everything We Do Workgroup identified redesigning the Freshmen Seminar as an action item. Indicators include persistence and graduation rates. The indicators from the Innovation in Teaching, Learning and Scholarship Workgroup don’t necessarily point to innovation, but rather flexibility. How the outputs are measured will be challenging for this priority. There are some good ideas. ECOS should consider how to engage more faculty in the process. There seems to be overlap with some of the Senate Committees. ASCRC has three workgroups working on Academic Advising, Withdrawal, and Advanced Options. And part of the General Education Committees recommendations is a Freshman Core that has a revised freshman seminar attached to a general education course.

* Professor Delaney reported that Search Committee for the Vice Provost of Student Success just completed interviews. There are some good candidates with innovative ideas. It is hoped that the new Vice Provost can start in January.
* The Chair and Chair-elect met with the Provost yesterday afternoon. The Provost is optimistic that we can work through the staffing plans with minimum impact on probationary and tenure-track faculty. There have been confusing communications from the Dean’s Office. The discussed the need for faculty to understand the priorities for investments so they can plan moving forward. The allocation process used during this cycle will not be the model for how budgets are created in the future. There will be institutional requirements and units will identify goals. Hillary Stowell, Director of Academic Fiscal Affairs is working on a model. It will not be a top down process. Hopefully this will be a topic at the next Budget Committee meeting.
* The Chief of Staff contacted Chair Semanoff for nominations to the Retrenchment Committee. ECOS cannot make nominations until it has a Retrenchment Plan from the President. Faculty from affected programs may not serve on the Committee. The administration is going to allow time for the negotiation process before it starts on a retrenchment plan. So it seems the timeline will be delayed.
* The Accreditation Report issue will be addressed by Vice Provost Lindsay.
* The Chair and Chair-elect met with the President and Provost this morning to discuss the curriculum impact of staffing plans. There will be some proposals to review in the spring, but there will not be an open spring review. Only items resulting from staffing plans will be considered. The forms will be updated to include signatories’ approval/not-approval and comments so proposals can move forward.
* Chair Semanoff will mention the approval of the Regents Professor nomination at the Senate meeting, but will not identity the Professor. The procedure does not require a vote of the Faculty Senate.
* Chair Semanoff recommends that the minutes from the Senate meetings be scaled back to include action items and a general summary of substance, not a transcription. The recordings can be posted for those who would like more details. Student Ross Best commented that minutes are time saving devices and should include enough detail to understand the important points discussed and voted on at the meeting.
* ASCRC Chair Marc Hendrix (3:30 p.m. presented the curriculum consent agenda and it was approved to go forward to the Faculty Senate. There was some follow-up on syllabi and clarity of language but no significant controversy over the proposals. The revised Service Learning Policy adds language so the extra hours required for the service learning component is included in the course description. BOR policy 301.3.5 has been revised so that courses taken as CR/NCR can count toward requirements. ASCRC will send a communication to Department Chairs about this change.
* General Education Committee Chair James Randal (4:00 p.m.) presented the draft UM Core Pilot (document appended). He asked if it could be presented at next week’s Faculty Senate meeting as information. The Committee is creating a survey for feedback. The committee believes the pilot format allows for clarity to students.
* Graduate Council Chair Len Broberg (4:50 p.m.) presented the Curriculum Consent agenda. There are still some issues with the MPA move to the Law School. It requires an amendment to the CBA. Although it was approve by the Council, the Political Science department is still not satisfied that there will continue to be a connection to the department.

## Business items:

* Chair Semanoff summarized his review of the Water Institute and it was approved to be placed on the Faculty Senate Agenda. The proposer will be invited to the meeting.
* The Senate Agenda below was approved.

## Adjournment

* The meeting was adjourned at 5:10 p.m.

## Faculty Senate Agenda

### Public Comment

Not to exceed 10 minutes

### Communications

* President Seth Bodnar
* Provost Jon Harbor
* Director of Athletics Kent Haslam, Associate Director of Athletics Jean Gee, and NCAA Faculty Athletics Representative Dusten Hollist– Intercollegiate Athletics Report
* UFA President Paul Haber
* *~~ASUM Leadership~~*
* Chair’s Report
	+ Regents Professor

### Committee Reports

* ASCRC Chair Marc Hendrix
	+ Curriculum Consent Agenda
	+ Revised Policy 201.85 Service Learning
	+ Change to [BOR Policy 301.3.5](https://mus.edu/borpol/bor300/301-5-3.pdf)
* Graduate Council Chair Len Broberg (after
	+ [Curriculum consent agenda](http://www.umt.edu/facultysenate/curriculum/approved/grad_council/GradConsent10-11-18.pdf)
* General Education Committee Chair James Randall
	+ Draft UM Core Pilot

### New Business

* New Centers:
	+ Center for Population Health Research
	+ MT Youth Sports Safety Institute
	+ Water Institute … Invite Andrew Wilcox
* Center Title Change - Rural Institute Name Change
* Center Termination - IERS

### Good and Welfare

### Adjournment

**DRAFT FOR SENATE DISCUSSION AND FEEDBACK**

**Charge to GE Committee from ECOS**

Develop a pilot program for the new UM Core envisioned by the UPC. The pilot would be offered to a target group of incoming freshmen for Fall 2019 as an alternative to our existing General Education program

**What should the pilot look like?**

• Clearer in design and fewer credits than our current GE

• Should have an interdisciplinary component

• Should work well with the MUS Transfer Core

• Incorporate “UM Ways” and “Communities of Excellence” developed by UPC

• Should help with recruitment, retention, and advising

**UM CORE PILOT**

A Liberal Arts Education for the 21st Century

UM Core offers clear pathways to success in life and career. Coursework in the UM Ways (Communicating, Creating, Living, and Knowing) provides essential skills for a changing world.

**Core Competencies** **Core Perspectives**

Speaking Cultural and International Diversity

Writing Creativity and the Arts

Ethical Reasoning Information Literacy

Quantitative Reasoning Critical Thinking and Analysis

|  |  |  |  |
| --- | --- | --- | --- |
| Speaking and Culture | Writing andthe Arts | Ethical Reasoning and Society | Quantitative Reasoningandthe Natural World |
| **Speaking (3)**[COMX 111, other courses to be developed; public speaking is removed from Expressive Arts designation] | **Writing (3)** [WRIT 101 required; Intermediate Writing is satisfied as a double-dipper with another GE course; Advanced Writing is moved to the major] | **Ethical Reasoning (3)**[combines two existing groups: Ethics *and* Democracy and Citizenship] | **Quantitative Reasoning (3)**[allows for math and computer science courses] |
| **Languages (3-5)**[req. of all majors; no high credit major exception]  | **Expressive Arts (3)** | **Social Sciences (3)** | **Physical Science (3)**[Natural Science would be separated into two groups: Physical Science and Bio/Life sciences] |
| **Cultural and International Diversity (3)** [a second semester of language could satisfy ] | **Literary and Artistic Studies (3)** | **Historical Studies (3)** | **Biological/Life Science (3)** |
| **9 credits**  | **9 credits**  | **9 credits** | **9 credits** |

**Most students will be able to complete the Core in 30 credits**

The total credits in the columns above is 36, but interdisciplinary “Cross-Core” courses (formerly known as double-dippers) allow students to complete the Core in fewer credits by fulfilling the learning outcomes of two groups. Additionally, all students fulfill some Core courses in their major, and some earn credit through AP exams, dual enrollment, and placement tests. Consequently, the Core shouldn’t be difficult to complete.

**There are four Groups in the UM Core:**

1. Speaking and Culture
2. Writing and the Arts
3. Ethical Reasoning and Society
4. Quantitative Reasoning and the Natural World

Group names are based on the competencythat students acquire and on the content of the perspectives that they examine. These four groups are thematically connected to the UPC’s original Montana Ways:

1. Speaking and Culture: *Ways of Communicating*
2. Writing and the Arts: *Ways of Creating*
3. Ethical Reasoning and Society: *Ways of Living*
4. Quantitative Reasoning and the Natural World: *Ways of Knowing*

**Core Content**

**Interdisciplinary “Cross-Core” courses (formerly known as double-dippers)**

Cross-core courses fulfill the learning outcomes of two areas and allow students to complete the Core in fewer than 36 credits (e.g. taking two Cross-Core courses would bring the total down to 30). Because these courses fulfill two groups, they will receive extra scrutiny in approval and review to assure that they fulfill learning outcomes for both groups.

**“Big Ideas” Courses**

• Interdisciplinary approaches to contemporary problems and issues

• Emphasis on analysis and critical thinking

• Goal: What do students need to know about the way a discipline (or set of disciplines) understands the world and approaches contemporary problems to be better informed citizens after graduation?

•Could be newly-designed courses or build upon existing GE or GLI courses

 *Sample Course Titles*

 Science in Society

Arts and Social Change

Lies, Damned Lies and Statistics

Living Well, Living Responsibly

**UM CORE SUPPORT: Freshman Core and UM Pathways**

Focus on Student Engagement, Retention, Advising

**Freshman Core**

**•** Optional

• Pilot targets incoming freshmen who haven’t declared a major

• Eventually open to all incoming freshman

Fall Semester

• Freshman Seminar: a one-credit increment linked to an existing GE course

• Taught by the instructor of the linked course (financial incentive necessary)

*Course Content*: Campus support and resources; information literacy; and students design a 4-year path to graduation

Spring Semester

Students enroll in a “Big Ideas” course that satisfies one or two Core areas

**UM Pathways**

Pathways are advising tracks that offer students options within the Core to meet their specific needs and interests. These might be developed by programs, the GE committee, GLI, etc.

• Optional (and students wouldn’t locked into a pathway once they’ve started)

• Organized by themes focused on interdisciplinary interests or Communities of Excellence

• Pathways must offer students choices of courses within each of the perspectives whenever possible; they aren’t intended to steer students into a single route through the Core.

• Might benefit students who pursue popular double majors, major/minor pairings, and certificates by showing efficient options for completing the Core.

• Might engage collaboration within the Communities of Excellence identified by UPC: Artistic Expression & Communication, Business & Entrepreneurship, Environment & Sustainability; Health & Human Development; Justice, Policy & Public Service; Science & Technology

**FUTURE OF UM CORE**

•Students should see UM Core as an essential part of their education

• Students should understand how Core courses complement coursework in their major

**Recommended Actions**

• Begin review of all GE courses Fall 2019

• Request to colleges and programs:

 -Take a close look at your GE offerings

 -Which courses best fulfill student need or the Big Ideas model?

•Incentives from Administration are essential

 -Develop a system which removes or mediates competition for student credit hours

-Provide financial incentives to develop new courses based on the Big Ideas model

• Spreading the Responsibility for UM Core: GE can’t provide all the answers

Specialized skills like advanced writing and independent research opportunities should be part of the Core, but might best be fulfilled within the major