Faculty Senate Meeting Minutes
April 17, 2018, 3:00 P.M. GBB 123

Call to Order
Chair Bowman called the meeting to order at 3:00 p.m.
Camie called roll.

**Members Present:** A. Ametsbichler J. Angle, J. Banville, E. Baucom, D. Beck, M. Bowman, J. Bunch, A. Chatterjee, S. Clouse, D. Coffin, G. Collins, Z. Cooper, A. Delaney, D. Erickson, L. Fern, E. Gagliardi, S. Gordon, N. Greymorning, K. Griggs, M. Hamon, J. Hunt, A. Kline, G. Larson, D. Lurie, D. Macdonald, M. Maneta, T. Manuel, H. Martens, M. Mayer, J. Millspaugh M. Musick, H. Naughton, D. Patterson, G. Quintero, S. Ross, A. Ratto-Parks, Y. Reimer, S. Schwarze, J. Sears, M. Semanoff, A. Sondag, E. Uchimoto, N. Vonessen, A. Ware
 **Members Excused:** B. Allred, Y. Cho, J. Carter, S. Certel, N. Dawson, L. Nichols

**Members Absent:** A. Belcourt, M. Boller, A. Elliott, T. Crawford, B. Halfpap, B. Harrison, M. Horejsi , M. Monsos, A. Nack, M. Pershouse, S. Phillips M. Strohl, J. Thomsen

**Ex-Officio Present:** President Bodnar, Interim Provost Kirgis, In-coming Provost Harbor

**Guests:** The Music Recital Hall (400 capacity) was full with guests standing. There were several newspapers, radio, and news stations represented.

## Public Comment

Student Ross Best: In February he sent a communication to President Bodnar and the Executive Committee of the Faculty Senate asking for immediate action to address the failure of the university to provide adequate procedures and practices for public participation in meetings. He eventually received a short email from President Bodnar thanking him for his interest and expressing shared concern in the areas and interest in working with him in the future. He considers this non-responsive. The University has improved some of its practices in the last year or so under prodding from some of its citizens and the press. But there are widespread failures to provide constitutionally and statutorily guaranteed opportunities for public participation and access to public documents at many meetings. He again calls upon the Faculty Senate to encourage President Bodnar’s administration to address this. There will be aspects of the process on today’s agenda that were tainted by closed meetings, failure to give public notice, failure to provide the opportunity for public comment and other items. He asked that this be taken into consideration.

Senator Doug Coffin: We need to support the six mill levy. It provides 200 million dollars for higher education over a four year period. Student organizations (MountPIRG and Forward Montana) will be on campus asking people to registrar to vote and vote. Please vote for the Six Mill Levy.

Communication
Chair Bowman welcomed everyone to the Special Faculty Senate Meeting.

The Senate includes 67 Faculty Senators representing the University of Montana’s faculty, on the Mountain Campus and also on Missoula College. Seven faculty senators serve as the Executive Committee of the Senate (ECOS). ECOS is charged with responding to the President’s recommendations To do this in a meaningful, informed way input is needed.

Joining us for the first time is our incoming Provost, Jon Harbor. Our President Seth Bodnar, our interim Provost/Chair of the UPC Paul Kirgis are here. Staff Senate Chair Maria Mangold, ASUM President Braden Fitzgerald and Megan Stark, VP of the Union are as well. Shared Governance is both strong and important at the University of Montana.

The purpose of this meeting is to hear President Bodnar’ preliminary recommendations for UM’s future, and for faculty senators to begin making observations and asking question about those recommendations.

Because this is a Senate meeting, senators will be the ones asking questions, although we hope to have time at the end to include non-senator questions. Please remember that there is a public discussion with the President on Friday at 4:00 p.m. in SS 352, and ECOS will be holding two Listening Sessions next Tuesday and Thursday at 3:00 p.m. also in SS 352.

Faculty members are lifelong students of their discipline. Therefore, the students we have in our classrooms, in our labs, out in the field, on international trips, in our offices – they are collaborators with faculty in the pursuit and creation of knowledge. It is not possible to separate student interests from faculty interests – we are one community of learners, supported and sustained by our wonderful staff, contract professionals, and other members of our campus community.

Our community will respond to the president’s preliminary recommendations for the University of Montana. Those responses may be diverse, divisive, and maybe even disagreeable. But let there be no mistake – those responses will reflect commitment to the success of each and every UM student, both now and in the future, and a passion for education that we want in a university faculty.

A budget deficit got us here. President Bodnar is here to discuss a plan to address this.

### President Seth Bodnar

President Bodnar introduced the preliminary recommendation as a beginning to a discussion. He is listening to learn and appreciates shared governance’s role. He thanked the Faculty Senate for meaningful debate and commitment to working together. The recommendations are the result of a nearly two-year long process and we owe a great deal of gratitude to a number of people (Strategic Planning Coordinating Council, APASP, and the University Planning Committee). He especially thanked the UPC Co-conveners Megan Stark, Braden Fitzgerald, and Paul Kirgis. A tremendous amount of work has gone into this over the past few months. Kelly Webster was also recognized for being integral to this process.

The [Power Point slides](http://www.umt.edu/facultysenate/documents/FSDocs17-18/UM-Strategy-PPT-Slides-4.17---smaller.pptx) provided visual to his presentation. At the core of this process is the question, What is best for our students? What is best for the state of Montana? We are co-leaders of a institution of public higher education and need to provide access to high quality, affordable education. We give our students the opportunity to get an education that is just as good as Harvard or Standard. We accept students from many different back grounds, not just the top 3-5%. Core of our mission is to provide opportunity and social mobility. We must figure out a way to continue to meet this obligation. He emphasized the importance of the six mill levy. There is need for change given the structural deficit caused by years of enrollment decline (30%). The structural imbalance for fiscal year 2018 is 3.5 million. The slide showed the revenue and expenditures and items that must be figured into ongoing costs of operation, such as a reduction in performance based funding, increases in present law adjustments, the need for reserves and recruiting and retention efforts, and etc. The university is reliant on tuition dollars to cover operation costs. We are twice as reliant on tuition as we were 25 years ago because of the decrease in state support.

The University Planning Committee has been working on a refreshed mission statement. The intent is to simplify and crystalize what the university does. This is the final draft that will be going to the Board of Regents for approval. Strategies for distention include:

I. A Liberal Arts Education: The Innovative University of Montana Core
II. The UM Communities of Excellence
III. A Holistic Focus on Student Support and Success
 IV. An Appreciation for People and Place

We must recognize that we are preparing students for an uncertain future. They may be doing something outside their major 10 years from now. Our students must be equipped to adapt, innovate, learn, and grow with a changing world. We have excelled at the liberal arts and must own these strengths. We must continue this tradition but perhaps not in the same way. We have a tremendous opportunity to differentiate ourselves by teaching students to think critically, explore creatively, think ethically, and communicate effectively. The UPC spent time exploring what we mean by this and used the existing Honors College Ways of Knowing course as a basis. A possible way of articulating this may be the Montana Ways- Ways of communicating, creating, knowing, and living. Parents and students are thinking about how they prepare themselves for a world with disruption.

He is asking the faculty experts to take a look at our general education curriculum. Are we delivering a core curriculum that is streamlined, relevant, that prepares students for the world that they are in? He would like the Faculty Senate to create a process to examine the general education curriculum to ensure that it contributes to student persistence and student success. How we design our curriculum impacts student success. He is not aware of the challenges, but would like to explore a student friendly core curriculum.

The Communities of Excellent (Science and Technology, Business and Entrepreneurship, Environment and Sustainability, Health and Human Development, Justice, Policy & Public Service) and are at the intersection of our current strengths and areas of opportunity. These are areas where we should plant a flag in the region to become better known. We hope these will encourage more interdisciplinary collaboration. At the Center of these is the UM Core.

We have already started to make progress on a holistic focus on student support and success. The reorganization of the cabinet level position to a Vice President of Enrollment and Strategic Communication is aimed at this. The Student Affairs and Office of Student Success efforts should be aligned to consider the entire student experience. How are we thinking about what we are doing in the classroom with the out-of-classroom activities? This focus should improve our retention rates. This is an area where we can all have an impact. We can improve the retention rate. This would make a massive difference in our student lives. The faculty can play a critical role. He wants your feedback and help with this.

The final area is appreciation of people and place. We are blessed to be in this beautiful setting. The University is on Salish lands and we must honor and respect this culture and heritage. We must recognize that diversity is a strategic imperative that makes the learning environment better. We are working on diversity at all levels – our students, staff, and administration. He wants this to differentiate our university, as well as the partnership with the vibrant city of Missoula. We are exploring this further.

Administrative restructuring recommendations includes:

Simplification of processes
Align and enhance Enrollment and Strategic Communication
Integrate and coordinate student persistence and success efforts
Implement strategies for administrative efficiencies

The academic recommendations are in three categories: reorganization, discontinuance, and continue with a reduction of faculty to better align with enrollment. These are initial estimates. There will be adjustments over time. The numbers are approximate, they are not associated with individuals, and expect many of the reductions to occur through attrition and natural departures. If we do not achieve reductions through attrition, there may be curtailment as necessary. We endeavored to identify ways to keep our offerings and give students high quality options and address our budget issues. We recognize the analysis was not perfect and this is why the recommendations are the beginning of a discussion. We expect there will be modifications made from the feedback.

1. College of Humanities and Sciences
Reorganize from 23 departments to 10 divisions. This would reorganize the staff into a service center model. This would serve students better and result in administrative and structural efficiencies and savings.

 Science

* Create a Division of Physical Sciences that includes Geosciences, Chemistry/Biochemistry, and Physics and Astronomy.
* Create a Division of Mathematical Sciences and Economical and Computational Sciences that includes Sciences, Economics, and Computer Science.
	+ Re-design the Economics MA as a 5-year MA Simplifies administrative processes and encourages interdisciplinary work with a focus on Data Science.
	+ Discontinue Applied Science Major.
	+ Discontinue Bioethics Certificate

\* Estimated FTE Reduction: Chemistry/Biochemistry-2, Economics -1, Geosciences -2, Mathematics- 3, Physics and Astronomy- 0, DBS- 0

#####  Social Science

* Create a Division of Social Sciences that includes Anthropology, Sociology, and Linguistics.
	+ Re-design the MA/MS degrees in Anthropology, Sociology, and Linguistics as an MA/MS in Social Science.
* Design a mechanism for integrating the School of Journalism with Communication Studies and the Composition and Rhetoric faculty from the English Department.
	+ Create an academic home for the Neuroscience undergraduate program in either CHS or CHPBS, or as a cross-college unit.
* Establish Psychology as a Division

\*Estimated FTE Reduction: Anthropology- 2, Psychology- 1, Communication Studies and Composition- 1, Sociology- 0

#####  Humanities

* Create a Division of Languages and Cultures that includes Modern and Classical Languages and Literatures and Area Studies programs
	+ Consolidate languages and Area Studies into two majors: Asian Studies and European Studies.
* Create a Division of History, Politics, and Public Policy that includes History, Political Science, and Military Science.
	+ Move the Master of Public Administration and the Non-profit minor to the Baucus Institute.
* Establish a Division of English Literature and Creative Writing. Simplifies administrative processes.
	+ Discontinue MA programs in MCLL.
	+ Discontinue majors in French, German, Spanish, Russian, Classics, and Area Studies by consolidating into two major areas: Asian Studies and European Studies.
	+ Consolidate MA offerings in English into one MA option. Retain the MFA in Creative Writing.
	+ Discontinue the degree in Political Science-History.

\* Estimated FTE Reduction: English- 6, History -2, Modern and Classical Languages and Literatures -7.5, Political Science- 1

Interdisciplinary

* Create a Division of Cultural, Environmental, and Sustainability Studies that includes programs in Women’s, Gender, and Sexuality Studies; African American Studies; Native American Studies; Geography; Environmental Studies; and Philosophy.
* Move the Doctorate and Masters into the new Division.
* Create a new undergraduate degree in Interdisciplinary Studies. Provide an avenue to graduation for students without a traditional major.
* Bring Exploratory Studies under College of Humanities & Sciences. Collaborating with other units, explore ways to improve engagement and retention for students unsure of their major in their early years.
* In conjunction with Missoula College, explore options to offer an Associate’s Degree to students on Mountain Campus.
* Discontinue the Global Humanities and Religions program.
* Discontinue the minor in Mountain Studies.

\*Estimated FTE Reduction: Environmental Studies- 1, Philosophy- 1, Geography- 1, Global Humanities and Religions- 3

#### 2. College of Business

* Create a single department that includes Accounting and Finance, Marketing Management, and Management Information Systems.

3. College of Education and Human Sciences

* Move HHP to CHPBS.
* Move Exercise Science and Athletic Training from CoEHS to the new Division of Health and Human Potential in CHPBS.
* Move the Community Health and Prevention Science program from CoEHS to the School of Public and Community Health Science in CHPBS.
	+ Discontinue Global Youth Development.

\*Estimated FTE Reduction: Educational Leadership -1, Elementary Education- 1, Communicative Sciences and Disorders- 0, Counselor Education- 0, Education Grad-0

4. College of Forestry

* Create a new Division of Environmental Science and Sustainability that combines the Departments of Society and Conservation & Ecosystem and Conservation Sciences.
* This Division will also include Climate Change Studies. Also within this new Division of Environmental Science and Sustainability,
	+ Combine Resource Conservation and Ecosystem Science and Restoration to create an Environmental Science degree.
	+ Restructure MA in Parks, Tourism, and Recreation Management Low numbers to online

\*Estimated FTE Reduction: Forest Management- 1, Resource Conservation- 1, Parks, Tourism, and Recreation Management- 0, Ecosystem Science and Restoration- 0, Fish and Wildlife Biology- 0, Forest and Conservation Science- 0, Wildlife Biology- 0

5. College of Health Professions and Biomedical Sciences

* Create a new Division of Health and Human Potential that includes existing programs such as Physical Therapy. Move into this new Division Exercise Science and Athletic Training from CoEHS.
* Move the Community Health and Prevention Science program from CoEHS to the School of Public and Community Health Science in CoHPBS.
* Create an academic home for Neuroscience in either CHS or CHPBS, or as a cross-college unit.

\*Estimated FTE Reduction: BMED- 2, Public Health- 0, Physical Therapy -0, Social Work- 0, Pharmacy- 0, HHP- 1

6. College of Visual and Performing Arts

* Create the School of Visual and Media Arts by combining the School of Art and Media Arts.
	+ Re-organize the four degree programs in the School of Theatre and Dance into two degree programs: the BA in Theater and Dance and the BFA in Theater and Dance.

\*Estimated FTE Reduction: Art – 0, Media Arts- 1, Music- 3, Theatre and Dance- 2

7. Davidson Honors College

* Move Climate Change Studies from the DHC to the CFC.

8. Missoula College

* Work with provost and Dean of SELL to integrate administrative structures to provide a more coordinated model for workforce, community, developmental, and transfer education. Deliver workforce, community, and extended and lifelong learning opportunities in a coordinated way..
	+ Discontinue Health Professions/Pharmacy Technology CAS.
	+ Discontinue Health Professions/Pharmacy Technology CAS.
	+ Discontinue Computer Aided Design CAS.
	+ Discontinue Electronics Technology AAS.
	+ Discontinue Electrician’s Helper CTS.
	+ Discontinue Energy Technology AAS, CAS, CTS.
	+ Discontinue Energy Auditor CTS.
	+ Discontinue Recycling Specialist CTS.
	+ Discontinue Industrial Technology/Recreational Power Equipment CAS.

\*Estimated FTE Reduction: Health Professions/Pharmacy- 1, Computer Aided Design CAS- 1

9. School of Journalism

* Design a mechanism for integrating the School of Journalism with Communication Studies and the Composition and Rhetoric faculty from the English Department.

\* Estimated FTE Reduction: Journalism- 1

10. School of Law

* Move the Masters in Public Administration and the Non-profit minor to the Baucus Institute.

\*Estimated FTE Reduction: Law- 1

The next steps include refining the recommendations and estimated reductions. A faculty reduction plan will be developed that takes into account attrition and expected departures. Where reductions cannot be met with attrition there will be curtailment in accordance with the CBA. We are not yet at that stage. It is critical that during this time we maintain the student experience and program offerings for students that are here. Students in impacted programs will have clear pathways to finish their degrees. As the recommendations are finalized, an Academic Affairs implementation team will coordinate the various changes.

### Questions / comments

The data and Tableau instructional video are available on the UPC website. The recommended FTE reduction is instruction. This could be any faculty position (tenured, non-tenure, tenure-track). The reductions numbers are net estimates needed from a budgetary standpoint and would start FY 18. Notifications that have already been made are not included. A few January 2018 retirements are included in the numbers.

There are very few master programs identified for elimination even though many have low enrollment. Master programs are pathways to PhD programs. In some cases the program may have been identified for faculty reduction. This was a robust discussion.

Economics may be a better fit in the College of Business.

Taking into account the feedback a final recommendation document will be developed and submitted to the Board of Regents at the May meeting. This will not include a faculty reduction plan, but will involve structural and programmatic changes. Upon approval, the University will move forward with in-comping Provost Harbor and the deans working on restructuring. The faculty reductions would take place over a three-year period. The reorganizations that have been in discussion for some time could happen relatively quickly, others will take longer.

The details of the Division Heads role and status will need to be worked through. Division Heads may take some of the administrative duties of the smaller departments, so those chairs would have lesser roles. The titles and specific functions are still in discussion. The administration will ask for feedback when there is more information available. It will be important to retain a local leadership role and disciplinary identity. The reorganization suggestions are intended to be more efficient and reduce administration and replicated functions. The Divisions do not combine departments. The intent is to align the work with the size of the department or division or whatever nomenclature is agreed on.

The recommendations are not fully developed on purpose. Your feedback is needed to revise and flesh out the specifics. Departments under the Division may have different missions so discussions are needed to determine whether Divisions will have the same unit standards. There are opportunities from a student and interdisciplinary scholarly research standpoint to realign how we do things. We need to get the structure right before too much effort is put into the details. The impact on academic officers, administrative titles and structures will be determined as the reorganization is finalized.

The College of Humanities and Sciences is large part of the academic budget today and will be in the future. It has more faculty reductions than the other colleges because these are the areas that have had a reduction in student demand. It doesn’t mean that these areas are not important. We need to allocate resources in areas of greater student demand. We need to build on innovative ways to offer courses. The liberal arts are at UM’s core and is part of what makes it so special.

Some of our most senior faculty are the best and most dedicated. We will lose some of them due to retirement or other reasons. Some of these losses may not be in the right areas. Curtailment will be used if necessary. Many faculty are excited about collaboration and we hope that enthusiasm will retain them. The Communities of Excellence should provide opportunities to work together in new ways. Yes, there will be cuts, but this is to position the University for growth and collaborative work.

The second part of the Charge to the UPC is to establish a process for ongoing review of our programs. It is imperative that the institution have an objective, data informed process to review the performance of our programs on an on-going basis. This should ensure that the programs align with the objectives of the university. These recommendations are phase 1 of the “what” the next phase is the “how”. We will need to assess our progress. The President will want the Faculty Senate’s input in developing this mechanism.

Chair Bowman: The UPC has modeled a collaborative process between the administration and the shared governance groups. The union helped to clarify the appropriate roles. Going forward the Faculty Senate will work with the In-coming Provost Harbor to be clear about who does what and when. In order for that to happen the faculty must communicate and dialogue about these recommendations. She has confidence that the CBA will be followed. There should be curriculum forms submitted as needed.

There was confusion with regard to when and if curriculum forms would be submitted for the curriculum committees to review. The forms (level I and Level) include various details that need to be vetted to determine the impact across campus. Often issues arise during the vetting process that changes the proposal. The process is important to improve the quality of the proposal. In the end the faculty recommend and the administration ultimately decides.

The Faculty Senate bylaws outline the process for curriculum proposals to be proposed and reviewed by the faculty. Section 7.100 of the CBA provides for review by Faculty Senate of reorganization, discontinuance and curtailment. The proposals in the recommendations come from the university administration and are covered by this section in the CBA. The understanding is that these proposals have now been presented to the Faculty Senate for review and recommendation. Unfortunately we are working under an extraordinarily compressed time frame. President Bodnar will put together a package of reorganizations and discontinuances for the Board of Regents to consider. Provost Harbor will start in August. The administration will be working with departments and the deans next academic year implementing the reorganizations.

At the Faculty Senate meeting last week, Megan Stark, UFA Vice President clarified the section in the CBA that we are currently following. ECOS has scheduled listening sessions to collect faculty feedback. The Senate has the right to establish committees to carryout out its responsibilities, which is normally how curriculum review takes place, but we are working under a condensed timeline. The Faculty Senate is reviewing over the next two weeks and will need to have a counter proposal /response to vote on at the next meeting.

The initial recommendations were developed in collaboration with the deans and department chair. (Not all Colleges had a deliberative process to consider the recommendations. History was not consulted. Economics also was not consulted. It may be a better fit in the College of Business.) The plan is to put departments in an administrative structure that is more efficient. In some cases there may be overlap. It is not a perfect process. UM takes shared governance seriously, so discussions are taking place early in the process. The hope is that the faculty feedback will help to further develop the plan so it is accepted (the campus is aligned on the intent).

Some of the recommendations are open for the faculty to help implement, Ie- “design a mechanism for integrating the School of Journalism with Communication Studies and the Composition and Rhetoric faculty from the English Department.” The administration is asking for our help to design our future.

There are multiple streams of feedback that will converge to finalize the report. There is the Faculty Senate stream, the UPC ongoing discussion, and the traditional chairs and deans stream of communication. The Faculty Senate listening sessions are next Tuesday and Thursday from 3-5 in SS 352. President Bodnar is having a listening session this Friday in SS 352 at 4 p.m. There is a feedback link on the [Faculty Senate Web Site](http://www.umt.edu/facultysenate/Agenda/agenda17-18/Feedback/default.php) and the [UPC Web Site](https://umt.co1.qualtrics.com/jfe/form/SV_eeqkmppXE7OO11P). The comments submitted to the UPC are circulated to the UPC members and President Bodnar.

ECOS is responsible to represent the faculty, so wants to hear from you at the listening session or through electronic means.

If departments experience reductions that are over the recommended levels and their enrollment numbers are steady, they will be authorized to hire faculty.

The deans will work with the department chairs to determine course offerings and manage the work load effectively. The quality of the student experience should be maintained. The intention of the reorganization is to enhance faculty ability to do interdisciplinary research and creative scholarship. The impact on research and creative scholarship will vary.

The upcoming listening sessions are a great opportunity to provide feedback.

Adjournment
 The meeting was adjourned at 5:00 p.m.