University Planning Committee Meeting Minutes

March 23, 2018

Attendance:


Absent: Alford

Approval of Minutes:

• March 16, 2018 minutes approved

Mission/Identity subgroup update:

• Presented draft for discussion about core competencies that when taken together with coursework would lead to the outcome of students as leaders, problem solvers, leader, informed citizens.
• The "Montana Ways" plus a capstone experience could be a framework for general education.
• "Informed citizen" and others--what are those called?
  o Outcomes. What the UM graduate will be.
• The phrase "Civic Engagement" sounds like an outcome.
  o We are trying to get to the culture on this campus that is related to advocacy. An informed citizen might not necessarily be an advocate. Informed and engaged are separate and we want to do both.
• In the core competencies, I don't see anything about seeking truth or knowledge development. What about seeking? Seeking truth. Seeking knowledge. How about a watermark of "lux et veritas" behind the whole graphic? Then we don't need to say it because it's implied in our motto.
• Internally, we understand the core to be our liberal arts and sciences curriculum.
• How can we describe the interconnection between these various things we do: competencies, areas, outcomes?
  o Be cautious on specificity and recognize there are faculty groups that have worked on this issue for a long time.
  o There is nothing about global, languages, technical, math, among others. How will this stuff go forward without bringing those bodies on board? We need to build buy-in.
  o Discussions around the core are nothing more than lighthouse-level guidance. Then the appropriate committees will discuss how this might affect the general education curriculum. This work cannot be just a budget exercise for the Regents. We have to demonstrate why this University is great and then how we are going to develop. It has to be aspirational and inspirational.
• I think Montana Ways should include some kind of recognition of the tribal communities.
  o Cultural sensitivity seems to be missing from the Montana Ways.
  o There is a concern that “culture” isn’t mentioned anywhere.
Global Leadership Initiative should also be included in the discussion to learn from what they've developed.

- Montana Ways of Living is a really great opportunity to "Partner with Place", which is something that is missing that was important from the Vision.
- "Ways of Seeking" would be a good "way" to add.
  - Yes, statistics show these students won't just change jobs, they will change careers. They need to be lifelong learners.
  - Knowing is having a problem and figuring out how to address it. Seeking is powerful.
- How do we feel about not having the standard subject areas that could normally typify a general education? Our focus on competencies gets us away from what we would consider a liberal arts education. I hope we can move forward in a balanced way.
  - This goes back to how we explain what this graphic is trying to convey. This is not an attempt for this group to redesign general education. This is a way to provide some "design principles". ASCRC and Gen Ed are working on this conversation. You might not see math on this list but in order to achieve these competencies, you need to understand math.
- I actually like this graphic because it does avoid the specific course work. It's trying to capture something deeper or broader.
- It's repetitive that the core competencies are under both competencies and Montana Ways.
- The Montana Ways should be a series of experiences that freshman have to get them on the path of their education at UM and creates a sense of commitment to this place.
- As a student, I like looking at the "Montana Way" because it gives you a sense of being in control of your own education and being able to make choices.
- If these pieces fit, you could let the institutional experts play with the parts to create it.
- If we understand the anxieties that might be produced by this document, then we just explicitly answer them. Let's include it in the FAQs
  - We do know these questions. They are exactly the ones we've asked.
- What I'm hearing is that the MT ways are foundational that lead to the competencies that shape leaders, innovators, informed citizens, problem solvers in these areas of excellence.
- On the data side, we were always hoping that when we came up with a list of low-demand, high-cost programs, that the identity piece would help inform the decisions related to those programs.
  - This is not a magical formula. In some I would think about competencies and others, thematic strengths. There is no one place you can go for these decisions. It's not possible to provide specific guidance like this. There's no substitute for the hard work to sit down and understand how the programs will fit and what might be done.
  - There is no algorithm that you can put a program or course in to get a clear answer. I see this as a guiding principle for the future. It also seems very valuable in considering structural or interdisciplinary collaboration in the future.
  - There are some essential elements in our core. Not everyone will be in the "areas of excellence" but will be critical for cultivating excellence in the core.
- The phrase "economic development" is a specific field and it doesn't resonate with me as well.
  - I would just put business in there. It would resonate more with an external audience.
  - Economic development was really supposed to also include trades at Missoula College
  - I lean more toward Business because it's important for our identity in the state. When I think about our professional programs, that's our space and I want to claim it.
  - This is important in the President's work to stake our claim and identity in the state.
  - And there is an argument to make that Business is not just bounded by one college.
  - The group arrived at consensus on "Business & Entrepreneurship"
This highlights a question that bedevils this campus. Some people feel decisions just help the rich get richer. There's a mindset that we have to protect everyone and can't leave anything behind. And that is incompatible with pursuing excellence. We have to single out the excellent programs and we don't have a history of living that way at UM.

- Thinking about Montana Ways being things that people come in with and pursue, instead of outcomes, I believe that essential to the Montana ways is our relationship with space.
  - Where is quantitative creation? Math and science are very creative.
  - All the different kinds of communication described seem overlapping and redundant.

- I like "Civic Engagement" because it gets at the co-curricular and community engagement part. Policy and Justice are more about how institutions operate.
  - And for trying to part a flag, civic engagement is a big part of our campus. This distinguishes us in our state.
  - Does civic engagement belong in the outer ring or the core? It seems to cut across everything. It seems core to this university and it should come out strongly here. It feels like a Montana Way.
  - You could put civic engagement in many of the other outside rings, so perhaps it needs to be more strongly represented in the core.

- Maybe Public Service, which gets at Education and Social Work as well. It's also less politically charged. And I would argue public service is something we do really well.
  - How about justice, policy, and public service

- Next step: ask Shauna from Printing and Graphics to debrief and come up with some samples

Data Analysis subgroup update:

- After much discussion, reviewing issues with the data and what results we are trying to achieve, we have radically simplified the process.

- We are hoping that Stage One will be done today! Dawn is working to provide it.
  - Looking at productivity and efficiency. They will run scatter points to determine high-cost, low-demand programs.
  - Statisticians consulted with the group to determine weighting the metrics and ranking.

- Cost per Student Credit hour is a measure of efficiency. As an overlay to this analysis, the Delaware comparisons will show where programs are significantly above or below comparable degree programs at other Universities.

- Stage Two is sort of a "rescue analysis" where programs may be removed from this pool. Then we look for the reasons why we should keep programs even though they are high-cost and low-demand.
  - Research dollars will be one factor.
  - Trend is another factor.
  - APASP scoring will be a possible factor and can provide additional context

- Once we've compiled that information, it is provided to President Bodnar to make decisions about curtailment. While those decisions will be his, they will be strongly informed by the deans. The acting Provost will work with the deans to compile a list of programs to give to Faculty Senate on April 17.

- When you get to the point of actually drawing the line, I'm concerned about the reporting of the potential programs and the bad publicity. This was a concern for APASP.

- One reason to further include the APASP criteria is that's what the authors responded to. If a unit says something is off, they should have already responded in APASP. Hopefully that can minimize the information programs need to create and also to include what they had already provided.
• Did we come up with a quantitative way of identifying programs?
  o The line is more about a dollar figure. That will tell us how many to cut.
• You are not going to avoid a point where the President is going to have to sit down with the deans and strategically make these decisions.
• And it will be tricky to make the judgment between Missoula College, undergraduate and graduate programs.
• When will the short list, Stage One, become public information?
  o The Stage One data should be done today. The analysis is where the UPC data subgroup needs to look at the tables we have and decide what programs are going into Stage Two. And this needs to happen next week.
  o You would never turn out research results before you even analyze the data. We are still under data collection mode. Some of the data may be a mess and we have to fix it. It would be totally inappropriate to release anything before it is done.
  o This provides a timeline for the Mission & Identity subgroup as well. Let's get this story about the Mission out before April 17.
• They will be able to share Stage One information at the next meeting.

Meeting adjourned