

First pass summary of Faculty Senate Listening Sessions, ASCRC feedback, website feedback, May 3rd Faculty Senate minutes. For discussion purposes at Monday's ECOS meeting. Some comments are verbatim, others are shortened.

Supportive:

1. Many comments supported the strategic plan and the changes suggested by the President. There are risks to morale and recruiting in dragging out the process. Examples of supportive comments include:
 - a. HHP pleased with the proposed move
 - b. Neuroscience is pleased with the reorganization recommendation
 - c. Moving MPA to Baucus institute
 - d. Some in favor of moving Climate Studies out of DHC
 - e. Downsizing non-strategically is the surest way to mediocrity
 - f. Units & areas slated for reductions can no longer justify their current resource allocation

Data related comments:

2. The English budget (with Creative Writing) is close to 3 million. Our FTE as of Fall, 2017 is 23.43. Given the guide of 61K per FTE, the math establishes a budget of 1.4 million. I would like to know how the recommendations reached the 3 million figure.
3. Global Humanities & Religions: Data concerns: believe that majors is the reason cut, but generate large number of SCH. Last 5 years 3 of faculty were away on fellowships or sabbaticals so data flawed, does not represent the increase in SCH per faculty. Also Interdisciplinary and generates a lot of Gen Ed.
4. The numbers for Biochemistry rely solely on FTE cost and SCH for BCH courses and on that basis appear to be accurate if Biochemistry were a separate department. The critical factor that this analysis misses, however, is that Biochemistry is an interdisciplinary, interdepartmental program. The BCH courses are taught by faculty with appointments in both Chemistry & Biochemistry and DBS. The department generates 10,300 SCH from CHMY and BCH courses and > 800 SCH/instructional FTE. The cuts are not in line with strategic plan to make Science & Technology a community of excellence.
5. MCLL has engaged in restructuring to improve efficiency and believe that the data do not reflect this. For example, Russian studies data problems include the drop in credits from 5 to 4 over the data period. Also number of majors is projected to increase. Well known, award winning program. Language and cultural immersion improves a broad base of knowledge, including history. Latin American studies is a low cost way to do this. Having only "European Studies" and "Asian Studies" without Latin America seems overly limited and odd for a liberal arts university.

6. There is concern that the President's recommendations did not follow the Tableau data. Appears to be mostly driven by SCH. A lot of the preliminary recommendations were subjective. Many of the departments pointed out errors in the data at the meetings with the Interim Provost. Unclear how the data was used to generate FTE cuts. We need to know the target number of faculty that each department should have at the end of the three year period. The justification for the number should be provided. We need to understand how things were counted. The administration should clearly delineate the criteria and rules used to translate the data into FTE reductions

Mission:

7. What does an "accessible education" mean? Sounds like accessibility for disabled students.
8. Some concerns on the mission. Want Liberal Arts and/or Science in the mission.

FTE cuts:

9. Creative proposals by Spanish department, including summer Spanish immersion experiences in Missoula, expanding service-learning opportunities, like the existing after-school Spanish teaching internship at Paxson Elementary, a strong study abroad programs, grow cross-disciplinary research assessing the effectiveness of the growing number of public immersion educational opportunities as well as the International Baccalaureate (IB) and Advanced Placement (AP) programs in Missoula high schools transforming UM into a hub where the community and surrounding region can find knowledgeable and supportive members in the Spanish Section to help migrant workers and welcome Hispanics into our community. A Spanish track is desirable given growing Hispanic presence in U.S. and so students can obtain teaching certification.
10. Given nationwide cuts to classics, maintaining a full Classics program may be a competitive advantage and may allow for greater interdisciplinary work that will attract more students.
11. Is the Japanese program on the cut list? If so it should not be. Want standalone major, due to history and ties with Japan rather than folded into Asian Studies. Also because MSU has an Asian Studies major, but not a Japanese major.
12. The proposals disproportionately affect those departments that have greater numbers of women and people of color. At a university where we struggle mightily to recruit and retain diverse faculty, this is unconscionable. How can we recruit students of color, female students, faculty and administrators of color, and female faculty and administrators if we are reducing their numbers through this plan?
13. Where is the discussion about best-practices recruitment procedures nationwide?
14. Need for ongoing analysis: Encourage continued and hopefully automated tracking of these kinds of metrics OVER TIME to be able to a) improve the metrics as minor problems are addressed, b) track trends over time, c) continue to use data to guide our direction and strategies here at the University of Montana.

15. There is concern that research was not considered, and even that research dollars from grants were not considered (Chem & BioChem).
16. When we get a new Vice President for Enrollment the plan for recruitment and retention should be shared with the Faculty Senate. So the faculty can get a sense of how the needs are being addressed. We need to know that that progress is being made on that side of the equation. It is hard to reconcile the need to cut faculty and staff to fix an enrollment problem. The decline in enrollment was not because of bad teaching, but total lack of recruitment and not addressing a scandal publicly (though substantial work was done addressing it, that's seldom if ever mentioned).
17. Improving student services will be important as a means to increase student retention. Concentrating advising and other student support in a fewer number of larger and more comprehensive service centers makes sense.
18. Some feel our general education requirements are the biggest impediment to students graduating and the document indicates General Education needs to be supported rather than revised.
19. HHP should retain all FTE in the coming years. Evidence for this is that HHP is the top ranked major in enrollment. HHP is 2nd in awards, 5th in SCHs, in the top10% on the efficiency rankings, a top performer in terms of grant success, out of state student enrollment.
20. Cutting faculty due to low UG enrollment will impair ability to teach graduate courses.
21. Senate's concern is with the integrity of the curriculum. Curriculum is the purview of the faculty and **anything** that changes curriculum needs Senate review. Budget, financial concerns and strategy are the purview of the administration. Have to be careful that financially driven changes don't make it impossible to offer a quality curriculum.
22. Perceived as not equitable, and it is not. Concern that the cuts proposed will hinder carrying out the new mission.
23. Desire for attrition first, curtailment/discontinuance and retrenchment last (as per CBA). Need to communicate that attrition will be viewed through a strategic lens.
24. Desire to support staff and recognize that they have had cuts and are overworked.
25. Staff is concerned about cuts already suffered and wants Faculty Senate support in preventing other cuts, reassignments and workload increases.

Reorganization:

26. Don't like renaming MA in Anthropology to MA Social Science. Cuts enrollment, will hurt employment.
27. WGSS, AAS and NAS believe they should be maintained as independent areas based on their uniqueness, quality and concerns about donors.

28. The administration's reorganization proposals are a bit of a mess with different motives stated and the process used not transparent. If reorganization is budgetary then present the budget savings. If it is to 'force' interdisciplinary teaching or research this is unlikely to work well. At the very least the reorganizations need to have much more faculty input than they have received. Many faculty don't like losing department chairs, which are perceived as a buffer between faculty and administration and certainly don't see significant cost savings. Imposed reorganizations can actually limit innovation and the interdisciplinary work that has evolved naturally and along lines of faculty interest. There may be other and better ways to reduce the structural problems that limit interdisciplinary course works and research. For one, OCHE and the Registrar have tried to limit/eliminate cross listed courses for years. Data problems mean that instructors/departments don't always get credit for courses listed. These problems won't be fixed by reorganizations. Reorganization is also a static response to a dynamic process. There are many negative comments on proposed reorganizations:
- a. Reorganization motivation not explained
 - b. Lack academic coherence
 - c. Don't know what a division is
 - d. Rushed and not well thought out
 - e. Lacked faculty input
 - f. Liable to stifle current ongoing interdisciplinary work
 - g. What happens to unit standards when departments are merged?
 - h. Any small savings can be achieved by merging staff functions
29. Staff reorganization is needed and that is a separate issue from department reorganization.

Gen Ed Committee & related feedback

30. Gen Ed needs to be simplified, too complex and different from other MUS schools. Barrier to transfer students. Could we combine as Gen Ed committee outlined?
31. Gen Ed changes do need to be well thought out and should incorporate faculty input.
32. Creative change in core requirements are needed, and the faculty will have to devote time to making a truly exciting, but limited, set of core choices for undergrads. Established faculty with national reputations have to participate in delivering the core; a 1- to 2-course teaching load at the upper division and graduate level is not in the interest of undergraduates and even programs that bear zero cuts need to undergo a change to make it all work.

MONTANA WAYS/CURRENT GE GROUPS

COMMUNICATING	CREATING	KNOWING	LIVING
III: Modern and Classical Languages	IV: Expressive Arts	II: Mathematics	VIII: Ethics and Human Values
I: Writing	V: Literary and Artistic Studies	VI: Historical Studies	X: Cultural and International Diversity
		VII: Social Sciences	IX: Democracy and Citizenship

		XI: Natural Science	
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Missoula College

1. Not much on MC, verbatim comments
 1. Missoula College reorganization * I support the proposed integration of administrative structure with SELL, and see opportunities for growth and success. * Missoula College's funding model does not provide incentives for growth and should be updated. Recent budget cuts have severely impaired our ability to serve students in Advising, Admin support, & recruitment. 2. Pharmacy Tech Program * I support the recommendation to discontinue this program, but would recommend moratorium rather than discontinuation, as Certification requirements may change in 2020. * The simple fact is that State licensing requires Certification, BUT certification does not require any education beyond high school. * Enrollment in the past 2 years has been: 4 (Spring '18), 8 (Fall '17), 4 (Spring '17) and 5 (Fall '16). Expenses are currently over \$ 92,000/yr. * This is the most expensive, least productive program in our department, with a credential that is not required for national certification. 3. Bitterroot College * Conspicuously absent from President Bodnar's draft Strategy is any mention of Bitterroot College (BC). **It is urgent that we define the BC administrative structure and its relationship to Missoula College.** * BC promotes an Outreach Program in Medical Assisting that likely competes with Missoula College's own Medical Assisting A.A.S. degree Program. This is inexcusable. See <http://www.umt.edu/bitterroot-college/offer/health/pg-ccma.php> * BC also promotes an Outreach Program in Accounting that may compete with Missoula College's Accounting Technology degree program. This is counterproductive, at best. 4. Surgical Technology Outreach Program * Our Missoula-based Surgical Technology Program is vibrant and popular, but our Outreach Programs in Butte and Billings have low enrollment and create a management challenge for Missoula faculty. * Our MUS partners (City College MSU Billings and Highlands College UM Butte) have never contributed funding to these outreach programs, leaving Missoula College with a combined expense of approx \$100,000/yr. * While not mentioned in the draft Strategy, I recommended, and Acting Dean Clint Reading agreed, to terminate our Outreach Programs in Billings and Butte. We will teach out the students who are mid-way through these programs. Thank you for your consideration, Dan Funsch Chair, Health Professions Dept Missoula College

(I do think it is urgent we ask President to consider structure of Bitterroot College, esp. with respect to reporting.)
2. Ideas to address the needs of the University financial crisis as well as the community and state need for certified pharmacy technicians:
 - a. Consider a new 1-semester PTCB approved program. Offer this program online throughout the state (note that MSU-Billings and MC currently share Pharm Tech classes)
 - b. Consider offering the 1-semester program to high school students over the course of a year.
 - c. Consider offering advanced training in the future if warranted by demand.
3. Discontinue the following programs.

Health Professions/Pharmacy Technology CAS.

This certification is not required to work in this field in the state of Montana.