

**Members in Attendance**

Daniel Casmier  
Roger Peffer  
Jana Parson  
Leonard Bates  
Brad Bechard  
Daisy Gibson

**Faculty, Staff and Guests in Attendance**

Kristine Sher  
Michael Shell  
Thomas Oakberg  
Mandy Wright  
Mike Walker  
Russ Motschenbacher  
Mark Plante  
Mary Kay Bonilla  
Heidi Pasek  
Leanne Frost  
Steve Robinett  
Toni Quinn

**Note:** *The Chair of the Curriculum Committee does not vote unless it will affect the result.*

**I. Call to Order**

Leonard calls meeting to order

**II. Approval of Minutes**

a. Approval of minutes with edits from Leonard

**III. Informational Items**

**a. Responses from NWCCU – Leonard Bates**

i. Since sending in the response on behalf of Faculty Senate, there has been a massive response with keeping the academic freedom verbiage and several colleges including ones from Oregon, Washington and Bozeman have also responded to NWCC. NWCC is taking the feedback seriously and will be having another session where you can give input in the future.

**b. Announcement of new Faculty Senate Members** – Mark Plante is the new Faculty Senator for General Studies, with Doug Zander for Trades, Leonard Bates for Health Science, and Brad Bechard for Faculty at Large being reelected.

**c. FS-I-2019-426-01 – Mandy Wright - Present Tenure and Promotion Committee report.** – Mandy Wright will continue to be the chair of the committee and per the election results, the committee stays the same. The Tenure and Promotion Committee had a productive year, they reviewed 5 potential candidates for tenure and all 5 were awarded, as well as the 5 candidates that went up for promotion received them. The committee has finalized the D2L template and e-

portfolio for the procedures and wrote a faculty handbook for tenure/promotion process that is in D2L. There were 10 professional development plans which were reviewed. Mandy will give another presentation to faculty in the fall to give them updates about professional plans and e-portfolios. The committee is working on communicating with the faculty about what is needed to have people better prepared. They are working to have a page on the website for Tenure/Promotions to make it easy to find and access.

- d. **FS-I-2019-426-02 – Brad Bechard – Present Updated Bylaws from Curriculum Committee** – Updated bylaws for Curriculum Committee, making them more prescriptive and for when the due dates and submissions are in the bylaws as well as election dates to match Faculty Senate’s dates. They have added the verbiage that the submission and bylaws are looked at annually and added a revision date on the document. Faculty Senate will include the bylaws in the appendix.
- e. **FS-I-2019-426-03 - Jana Parson – Diversity, Equity, and inclusion language addition to syllabus template.** – Spoke with Leanne Frost and had initially planned to work Carli on culturally responsive instruction training for faculty on how to make our classes more inclusive and equitable for students. She also looked at the college’s planning documents and mission values and discovered there is a gap of equity and inclusion. The information went to the division directors and on Dr. Heidi Pasek’s recommendation, we’re going to move forward with an inclusion, diversity, and equity statement for the syllabus that helps fill the gap of the missing information until all of the policies and documents can be revised. By including it in the syllabus it solves the problem in the short term and makes it more visible and gets the college back in line with other 2 year colleges. They will be working in support of this initiative with the front line staff and putting it into the campus mission statement. This will be on the Curriculum Committee’s agenda to finalize it to be added to the Fall 2019 syllabus. The language below was adapted from MSU Bozeman diversity student page.

Great Falls College Montana State University recognizes that there are myriad dimensions of diversity, including sex, race, age, national origin, ethnicity, tribal affiliation, gender identity and expression, intellectual and physical ability, sexual orientation, faith and non-faith perspectives, socioeconomic status, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics is resource, strength and benefit to the Great Falls College Montana State University campus community.

There was a conversation about the counter argument to including a statement of this kind provides a rather rigid definition, but it does have the wording of “including” and tried to make it relevant to the community and inclusive as possible. By making it visible to the campus and students, it will help provide outreach and ties in well with the Native American group. It is hoped that this will bring about funding and training for the staff and faculty and will be able to be shown to accreditors what the campus is doing to be diverse and inclusive. It was also brought up to include citizens/non-citizens adding to the list in the statement.

Jana would like to recommend a work group put into place to look at the language with faculty, staff, and administrative members next academic year.

#### **IV. Vote**

- a. FS-A-2019-426-01 – Mark Plante – Policy and Procedure for retaking Math, Writing, Reading Placement Exam.** – Policy was presented to the students, which was approved but a few students voiced concern about the 120-day wait time with the 8-week block schedules. The students were encouraged to voice their concerns during the public comment time period when it is sent to the entire campus. The biology department would like piggyback on the policy even though it does not explicitly include biology in the verbiage. The students were told that they could take a challenge exams or other placements opportunities without using the placement policy. You can take the test after a 5-day minimum then the 120-day count starts for them. It was also brought up to look at sample tests and work with the tutoring center and then take the placement test. The recommendation is to stay with the current policy change of 120 days.

The policy was voted on and passed.

- b. FS-A-2019-412-01 – Leonard Bates & Daisy Gibson – Add language to Policy 211.1, Credit hours that clarifies how academic credit may be awarded for clinical courses.**

Dr. Heidi Pasek wanted to make sure that the Faculty Senate was aware that there is potential that this revision could affect workloads and those matters should go to the Labor and Management Committee. There is language in the contracts that speaks to how you calculate lab and clinical hours and the policy on credit hours and the section where this has been place is not the right spot. When looking at alternative approaches and the credit hour definition, which is standardized across campus and universities and it’s based on the Carnegie structure, in regards to workload and how they calculate credit hours and how they have universally agreed to grant credentials/degrees and how we structure our workloads. However, things like lab and clinical hours as well as shop hours

are things that are talked about in the collective bargaining agreement; so Faculty Senate could vote on it but the Executive Team would not be able to approve a policy that would go against the overarching authority that the contract has.

The appropriate place for this policy to go is to the Labor and Management Committee. This committee negotiates contracts every 2 years and they talk about issues like this that might come up during years that they do not negotiate. This group will convene to discuss these issue and the effect it might have on the workload. It was recommended that this change is moved to the Labor and Management Committee. It was asked if the change in the workload would affect the students or the faculty and which was decided that it has the potential to effect both. Clinical hours were clarified that they are different because students are to be there with the expectation they might leave early or stay late, it is more of a timeframe for them to be there than a specific timeline. There is an appendix to the contract, appendix c, that speaks specifically to the definitions to the lab and clinical hours and how those credits are made out, so it talks about the instructional assignment for full time faculty members where they consist of lab or clinicals and it specifically talks about that which the L&M committee would be able to look closely at this wording.

It was asked, with calculating workloads as far as filling them out was straight forward, but the grey area is that a 3 credit clinical class which comes out to be 135 hours, traditionally they are in clinical for 160 hours, but it's still in the workload at 135, is that a labor and management issue? The answer is that it could be because some faculty members were adding hours to accommodate for the extra time. Having faculty members doing the clinical and workload hours differently becomes a labor and management issue but you have to make sure you're not adding extra hours that the students might need additional help but might not.

It was asked if this policy should be voted on or tabled until the Labor and Management Committee can look at this issue.

The item was tabled.

**V. Discussion items:**

**a. Selection of 2019-2020 Faculty Senate Positions**

- i. Jana was elected to be chair for Faculty Senate, Leonard was elected for vice chair, and Roger was elected for secretary.

**VI. Adjourn**

Meeting adjourns at 11:20 am