

Department of Health & Human Development

Faculty Meeting

Herrick Hall 117

Thursday, May 3, 2007

9:00 a.m.

PRESENT: Sandy Bailey, Katie Bark, Tim Dunnagan, Mike Hahn, Alison Harmon, Debby Haynes, Tracy Krushensky, Léhilina Marlow, Greg Olson, Lynn Owens, Kathy Weaver

GUESTS: Dr. Dooley

MEETING CHAIR: Tim Dunnagan

I. Question and Answer Session with Dr. Dooley

Tim welcomed everyone to the meeting and gave the floor to faculty to ask any questions they may want Dr. Dooley to answer...

1. Tim: There was a process initiated with student FTE and distribution of dollars...is the plan on an ongoing basis?

Dr. Dooley: The discussion on how to deal with the circumstances started a few years ago.

-The enrollment head count is growing, but the FTE head count is static. Students are taking less credits, which is masking the fact that some parts of the university are growing a lot, and some are not. Since MSU is funded by the state of Montana, this means that our funding remains static, so our revenues are static. This in turn means that the student experience in the parts of the university that are growing is degrading.

-MSU has a strategy to address the problem:

*In the next budget year, implement a small part of the budget (½%) and that becomes fundable. Allocate this to units on the basis of who's up or who's down on their three-year average. This amount is large enough to help, but not large enough that the parts of the university getting smaller will get hammered too hard.

*The last time the three-year averages were reviewed by the Deans, everyone ended up pretty much where they had started. The College of Business was up and the College of Education was down, for example.

*Before setting the budget, these numbers will be reviewed one more time.

*If we want more revenue to expand, add, or enhance programs, it is up to us. We must recruit and retain. Some ideas are:

- Extend the Math Learning Center to the dorms
- Extend Science Centers
- Place Student Learning Centers/Tutoring in the dorms
- Reduce ENG 121 classes to enhance the experience
- Put more money into freshman seminars
- Put more money into advising
- Put more money into scholarship funds

*For the next biennium, recruiting and retention will be very important.

*Our 6-year graduation rate is about 48%.

2. Debby Haynes: We have so much demand in the SAFE office, so we really appreciate the money that has been put into the program. We are seeing problems that are more complex and complicated...for example, credit card debt, changes in financial aid... Over the past 5-6 years, things have gotten a lot worse for students as far as finances go.

Dr. Dooley: There is going to be a change in policy for students to withdraw from classes, since it's getting too easy for students to drop classes. They're also worried about online learning. As students work part-time, they need flexibility and they take online courses...in essence, taking somebody else's courses. They are thinking of maybe investing some money to aid faculty in creating web-based courses. They're going to look at this over the summer and hopefully put it in place by the next academic year.

3. Debby Haynes: We have a desire to implement finance-based math courses.

Dr. Dooley: We're also thinking of building into the freshman seminars. People see education as an expense. The current value of a college education is close to a million dollars 30 years from now. We want students to realize that 7 years after graduating, they will get back in income (education is an investment) what they spent in college.

4. Katie Bark: Some students have a lot of frustration because they can't get classes when they need them.

Dr. Dooley: If a student goes to his or her department, they can get help there. The departments work with students. They will substitute a course or even allow the student to walk at graduation and then take summer courses to complete their degree.

-Before declaring a major, they should make sure all general education courses are not shut-out.

-In many cases, the student told his or her parents a story instead of telling them that they flunked 8 credits, for example.

5. Sandy Bailey: Have they tracked older-than-traditional-student populations? Sandy's son, for example, is frustrated because of a lack of interest in his courses.

Dr. Dooley: The largest number of students is still coming right out of high school. Because students are taking longer to graduate, we have a lot of students older than 22.

-The older-student population is growing.

-Some are returning from military service.

6. Debby Haynes: Internally, we're growing more. A faculty line opened and then went to another area without as much growth. How can we be entrepreneurial and make our areas thrive? There are "pockets" in the college that are growing even though the college is not.

Dr. Dooley: We need to look at the total output as well as the raw student numbers...student success, for example.

-This is one incentive to give to the Dean for more resources to fuel growth if the department is growing...but this is just a piece of the picture (this is also the reason for the key performance indicators).

-To be an individual entrepreneur:

*Must have grants and contracts growth

*Must get external support from donors

*Both of these can significantly enhance a department's resource base.

7. Tim Dunnagan: Bozeman is a great place for summer programs. Is there an allocation of resources for this?

Dr. Dooley: The College of Letters and Science has implemented a summer program. It's called "Landscapes of the Mind." It's a package of courses. It's new, and we're hoping that over time, it becomes significant.

-If a department can, they should put together packages of courses that may be appealing. For example, there is a post-baccalaureate package for those who want to go to medical school. This package includes courses that allow a student to get all their courses done in two summers. MSU even has two medical schools that will guarantee slots for those who go through this program.

-A potential growth element would be a professional Master's of Science Program. You should talk to Carl Fox about having programs where students can come to for a relatively short amount of time. Students who are looking for professional training are willing to pay tuition for these types of programs because they know it will be worth it in the end. For example, a student who gets an anatomy instructor certificate, let's say, and pays \$20,000 in tuition fees can land a job that will pay \$70,000 as hiring pay. So the \$20,000 is no big deal. The student will get a loan and pay it off from his large wages once he's hired!

8. Sandy Bailey: How about the University portion of CREF?

Dr. Dooley: It looked good until they bailed. Everything is up in the air now. There is an appropriations bill that will increase state contributions by 1%.

9. Katie Bark: Does the University have a wholesome farms cafeteria program? Will the University increase recycling and implement a local foods program?

Dr. Dooley: The University tries to, even in purchasing, to give priority to buying local. We do a lot of that for our dining services. We give preference there to local distributors. We're not always able to do it, but we try.

-As far as energy is concerned, the President just sent out letters pointing out ways to be energy efficient. Some have already been implemented.

-President Gamble has also met with people to promote recycling throughout campus.

-He has made it clear that he wants the University to be a responsible citizen.

Meeting Adjourned: 10:01 a.m.