Integration

- This is the most important thing we do. Our graduates need this to become employed.
- Make it easier for students to double major or create other opportunities for interdisciplinary conversations. Professors need to talk with others outside their discipline.
- If measurable outcome #2 is going to happen, the focus on graduate education has to increase as well as our undergraduate education.
- Discovery Experience – what would be discovered? Curriculum related of discovering beyond?
- Think about how we can restructure senior capstone to reflect on “igert model”, develop problem – based research that is approached by different disciplines.
- Internationalized needs to be recognized in the P&T process so faculty include global learning in curriculum.
- Being in silos no longer works. Collaboration creates a better “wigget”
- More measurable outcomes for basic research
- Will this provide more equity across the programs
- Graduate students must have a specifically- state place in the integration section.
- Create new knowledge?
- Look to the leadership fellows program as an excellent example of integration of academia experience, and professional development
- Maybe students who study abroad could be included in a group/group presentation to share with people who don’t know... b/c a lot of people don’t know much outside the Bozeman “bubble” one person can’t make a difference along.
- ACE “Internationalization” (process) Global learning
- How can we increase undergraduate “literacy’ of graduate education and opportunities?
- Create more student job/internship opportunities thru ASMSU and academics alike
- Incorporate & integrate international students more effectively
- More opportunities for students to use knowledge from academics on campus – such as architecture students able to work on remodels and new buildings, for credit or job
- To meet this goal, the administration must support multi-disciplinary research & instruction in meaningful ways. Funding professional development p/t credit for multidisciplinary work.
- What about the connection w/ Gallatin Valley College programs
- We are not only about research... what about community connections (local & beyond) & hands on experience in intended field?
- Measure 1. Job Placement rate (MT & outside) 2. Number of students participating in internships
- The university needs to pursue ways to facilitate interdisciplinary activities that allow students and faculty to address complex issues. Interdisciplinary institutes are a start to breaking down the silo’d structure of MSU & most universities. Joint opportunities are another way
- We need to embrace & highlight the diversity of identities already apparent on campus. Race, sexual orientation, age, ability status, gender, religion
- We as faculty need to do a better job of reaching across the disciplines and working together without so many restraints – too compartmentalized.
- It this is where research is represented in the strategic plan, it is far too weak a statement. This plan will supposedly shape our funding/budget priorities. It makes, in its current form, no compelling case for maintaining or further developing the core research mission of the university. In addition, we don’t do research so that students can be involved. That’s a wonderful by-product of our research. But an institution whose research is an instrument for student involvement looks very different from MSU. Where is the basic research mission of MSU?
- Does “scholarly products” mean outcomes – not clear what this is. Measurable Outcomes #1 Why 2020? Why not 2015-16? The rest of the world is also moving more rapidly. 2010 is an infinite time away.
- Will the research collaboration be able to keep up with the increasing undergraduate student population?
- The absence of research is puzzling – only mention is “faculty scholarly products w/ students” We can’t integrate “discovery” w/ students if we don’t have sustained focus on producing excellent research (you can’t integrate it if you let it atrophy through lack of attention and resources.)
- Global cultural integration… continual development of worldly students through interaction of student/faculty projects and experience.
- Create requirements for service learning in more classes. Foster partnerships between MSU & Bozeman
- Curricular AND co-curricular
- Can we add ‘Operations’?
- Please also consider –
  - Students being well-rounded culturally. Able to integrate and have the knowledge and tact to handle situations professionally & respectful to any culture or race.
  - Also to apply have had opportunities immensely to their major before graduation
- Some units are offering a lot of undergraduate research – we are at capacity. If we had more graduate students we would have more capacity to guide UG Research. Grad students need better stipend and health insurance to attract.
- “Integration” is so general it almost looks meaningless. Integrate what? How does #4 (higher quality learning) relate to integration?
- How can integration be leveraged to win more research $s?
- % increase are impressive, what if MSU doesn’t meet these – do heads roll?
- For the “integration” segment, I am surprised that it only addresses student in any significant way. What about Research Engagement and Service?
- Don’t agree with #2. (Faculty fired if not producing “published’ work?) What if passion in teaching students and helping them excel/not self-publishing
- You discuss how much people/schooling will improve by a certain percentage but no where do you describe how these percentages will be met
- “substantial”? be consistent amongst groups possibly us meaningful as with engagement.
- For outcome 2. You need significant dollar investment in research by MSU.
- Encourage exploring multiple disciplines and create interdisciplinary opportunities. Leadership needs to be a bigger focus.
- Excellence in Research? Where is it!
- MSU will help students, faculty, staff and communities improve the world.
- I think cultural integration is also hugely important. MSU has students and faculty of many backgrounds, from economic to religious to geographic. Promoting integration among these different groups is vital to integration of the university as a whole.
- With students working in multiple disciplines, how are you going to improve graduation rates?
- Graduate students are needed for local economic development
- Define “learning” & “discover” – what is the difference?
- Could the word interdisciplinary be used?
- 1. We need to figure out cluster hires across departments 2. P/T needs to be adjusted for #1
- We must work across departments (academics & student success) and not just disciplines to truly succeed at this goal!
- LDE should be above the rest
- Emphasize grad education
- More ASMSU direction on campus policy
- The goals feel a little “pie in the sky”. What are the strategies and tactics that get us to the “integration…”
- 40% increase is ambitious in 3 years is it realistic? 13% each year might be possible. Plus clarity of “scholarly product” may make it more understandable.
- While we’re integrating we cannot lose sight of the importance of our role as a top-tier research institution! I think we need another entire section of the strategic plan that addresses research. We need to be maintaining both in individual investigator programs and in multidisciplinary programs. Metrics are straightforward - # of publications, patents, grants, new companies, awards to faculty, etc.
- Must list Graduate Students & Research – we cannot integrate research into undergraduate education without a STRONG graduate program.
- Commitment to research and our Carnegie ranking is hidden here.
- Need something measurable regarding faculty preparation in guiding students and in creating meaningful “curricular enhancements”.
- We need to be participating in BSSE in order to really help & show retention & how our students are entering in our system.
- MSU will promote a highly productive research, creativity, discovery and innovation enterprise in order to enhance our students learning experience, expand the economies of Montana and the world and advance the frontiers of knowledge and the arts.