

Welcome to Faculty Senate!



Rob Maher
Professor, Faculty Senate Chair
Electrical & Computer
Engineering



Doug Downs
Professor, Faculty Senate
Chair-Elect
English

Faculty Senate Meeting Reminders

- Faculty Senate is an open and public meeting
- Please, only Senators speak in the meeting, unless you are specifically called on by the Chair or Chair-elect to speak
- Please let others speak; everyone should get a chance to speak before someone else speaks twice.
- Public may address the Senate during the designated public comment period.
- Be kind: always assume positive intent.

Approval of FS Minutes from March 25, 2026

- Do I have a motion to approve? Second?
- Any discussion?
- All those in favor of the motion indicate by saying aye
- Those not in favor of the motion indicate by saying nay
- Any abstaining?

FYI Updates

- Final Strategic Plan Listening Sessions for faculty:
 - Wed, April 15: 11:00-12:00 Ballroom D ***and*** 3:15-4:15PM Harrison 123
- Dr. Julia Haggerty gives [Provost Distinguished Lecture](#), April 21, 7PM, MoR
- Spring Commencement, May 8, 2026
 - Morning ceremony (10:00 am): Ag, JJCBE, NACOE, MRJCON
 - Afternoon ceremony (2:30 pm): CAA, EHHD, CLS, Gallatin College
- MUS medical premiums increase 9.75%, also deductibles, out-of-pocket maximums and co-payments. Employer contribution increases just 2.5%.

FYI Updates (cont.)

Reminder advance notice:

- **STARTING FALL 2026:** Senate meetings will be moving back to LJ 346
(We will still meet here in Harrison 123 for our April 22 meeting)

Undergraduate Courses and Programs

- New Courses-**Second Read**
 - [ARTH 475](#) : Professional Paper
 - [BIOH 497](#) : Educational Methods: Human Biology
 - [EQUH 215](#) : Weanling Training and Development
 - [EQUH 310](#) : Horsemanship 3
 - [IDSN 193](#) : Interior Design Study Abroad
 - [NUTR 420](#) : Food Innovation & Entrepreneurship
 - [SFBS 452](#) : State of the Food Environment
- New Courses-First Read
 - [AGED 405](#) : Building Global Leaders in Agriculture
 - [ARCH 213](#) : Professional Practice I
 - [HEE 361](#) : Youth Movement Science II
 - [HLD 401](#) : Intermediate Peer Mentorship
 - [HLD 403](#) : Advanced Peer Mentorship
 - [LEG 498](#) : Internship
 - [HLD 403](#) : Advanced Peer Mentorship
 - [PSCI 442](#) : Environmental Policy and Politics
 - [PSYX 483](#) : Psychology of Death and Dying
 - [WRIT 495](#) : Writing Field Experience Practicum

- Undergraduate Courses and Programs (cont.)

- Course Changes-**Second read**

- [PSYX 100IS](#) : Introduction to Psychology
 - Credit change from 4 to 3

- Course Changes-First Read

- [FILM 112](#) :Film Production I
 - Title change from Aesthetics of Film Production I
- [FILM 212](#) :Film Production II
 - Title change from Aesthetics of Film Production II
- [GEO 402](#) : Cellular and Molecular Paleontology
 - Title change from Molecular Paleontology
- [HLD 301](#) : Fundamentals of Peer Mentorship
 - Rubric and number change from US 460 (US is not an approved rubric)
 - Title change from Peer Leadership
 - New learning outcomes

- Undergraduate Courses and Programs (cont.)

- Course Inactivations-First Read

- [M 065](#) : Pre-Algebra

- M 065 and M 085 have been replaced with M063 and M 090.

- [M 066](#) : Pre-Algebra Lab and Study

- This course has been replaced by M063.

- [M 108](#) : Business Mathematics

- This course is no longer a requirement for Gallatin College students, it has been replaced with M105Q.

- [PSYX 443](#) : Collective Memory

- Retired Fall 2025

- Undergraduate Courses and Programs (cont.)

- Program Changes-**Second Read**

- [BEHA-CTS](#) : Certificate of Technical Studies in Behavioral Health
 - Reduction in credits from 29 to 18
- [MEDI-CAS](#) : Medical Assistant
 - Change in credits
 - Change in modality

- Program Changes-First Read

- [HEEN-BS](#) : Bachelor of Science in Physical Education
 - Title change from Bachelor of Science in Health Enhancement K-12 Broadfield-Health and Physical Education
- [MBOA-BS](#) : Bachelor of Science in Microbiology
 - Title change from Bachelor of Science in Microbiology-Microbiology Option, Microbiology Track
 - New learning outcomes

Graduate Courses and Programs

- New Courses-**Second Read**
 - [BCH 527](#) : Introduction to Structural Biology: Transmission Electron Microscopy
 - [PHSX 564](#) : Current Topics in Space Physics
- New Courses-First Read
 - [EMAN 515](#) : Industrial Internet of Things
 - [LRES 556](#) : Earth's Critical Zone
- Course Changes-**Second Read**
 - [BIOE 526](#) : Symbiosis for Teachers: Eat, Prey, Love
 - New learning outcomes
 - [COUN 592](#) : Independent Study
 - Rubric change from HDCO
 - New learning outcomes
 - [M 518](#) : Statistics for Teaching
 - New learning outcomes
 - [M 581](#) : Numerical Solution of Partial Differential Equations I
 - New learning outcomes
 - [NUTR 598](#) : Internship
 - Addition of learning outcomes
 - Change in modality
- [STAT 501](#) : Intermediate Probability and Statistics
 - New learning outcomes
- [STAT 509](#) : Stochastic Processes
 - New learning outcomes
- [STAT 528](#) : Statistical Quality Control
 - New learning outcomes
- [STAT 578](#) : Response Surface Methodology
 - New learning outcomes

- Course Changes-First Read

- [AGED 592](#) : Independent Study
 - New learning outcomes
- [AGED 594](#) : Graduate Seminar
 - New learning outcomes
- [AGED 598](#) : Internship
 - Change in range of credits from 2-12 to 2-8
 - New learning outcomes
- [BIOB 525](#) : Adv. Cell & Molecular Biology
 - New learning outcomes
- [BIOE 585](#) : Exploring Biology for Teachers
 - New learning outcomes
- [ENTO 510](#) : Insect Ecology
 - New learning outcomes
- [STAT 525](#) : Biostatistics
 - New learning outcomes
- [STAT 537](#) : Multivariate Analysis I
 - New learning outcomes
- [STAT 598](#) : Internship
 - Number change from 576
 - New learning outcomes

- Program Changes-**Second Read**

- [MSDS-MS](#) : Master of Science in Statistics - Data Science Option
 - Degree name change from MS in Data Science
 - New outcomes
 - Changes to program details

Public Comment

(Two minutes per person)

Information Updates: Student Learning Outcomes Assessment Policy (second reading)

- Second reading/approval
 - Questions, comments, additional concerns?

Student Learning Outcomes Assessment Policy

Subject:	Assessment and Outcomes
Policy:	Student Learning Outcomes Assessment Policy
Revised:	TBD
Effective Date:	July 1, 2026
Review Date:	Three (3) years from Effective Date above.
Sponsor:	Assessment and Outcomes Committee

Introduction and Purpose:

Student Learning Outcome Assessment, as the term is used at MSU, is the systematic process of gathering, interpreting, and acting upon data related to student learning and their academic experiences with the goal of course and program improvement. Student Learning Outcomes are defined as clear, specific statements that describe what students are expected to know, be able to do, or value by the end of a course, program, or learning experience. The connection between teaching, advising, and learning is a complex one, and it is necessary to use multiple measures to develop a comprehensive understanding of the relationship between curriculum design and delivery to student learning. Assessment is an iterative and adaptive process in which results about student learning inform changes to instructional and advising practices, curriculum structure and course offerings. Assessment results that demonstrate the need for improvement are viewed positively as an opportunity and are not used punitively. The critical element is the use of results in decision-making by MSU faculty. The basis of good assessment practice is a shared understanding of program goals and outcomes to ensure that all those involved in curriculum delivery and advising are working toward the same ends.

The University follows a dispersed approach to assessment, with each academic unit (departments or colleges as appropriate) responsible for assessing their specific academic and advising programs. A designated faculty committee (Core Curriculum Committee) is charged with leading the assessment of the MSU Core.

Responsibilities:

A. Unit Responsibilities

Under the leadership of the department head (or college dean as appropriate), each unit will maintain an appropriate structure and documented process that includes faculty participation, for managing and reporting student learning outcomes assessment efforts. This can be accomplished by including assessment in the charge of curriculum committees or by establishing separate assessment committees. The academic unit is responsible for:

- developing and documenting student learning outcomes and an assessment plan for all degree, minor, certificate, and advising programs.
- carrying out assessment plans.
- ensuring each student learning outcome is assessed every 3 years at a minimum.
- establishing and maintaining a review and decision-making process that is inclusive of all faculty.
- submitting a university assessment report for undergraduate programs on an annual basis.
- submitting a university assessment report for graduate students on a biennial basis.
- publishing assessment plans and annual reports or summaries thereof on the unit's website.
- reviewing program goals and assessment plans on a biennial basis.

Committees are encouraged to develop and document supplementary assessment plans to follow up on specific action items that were identified during unit assessments to monitor effectiveness.

Externally accredited programs are encouraged to utilize the established MSU program assessment reporting process but may submit accreditor-required reports (i.e., self-study, mid-cycle reports, or substantive change reports) in lieu of university assessment reports.

B. Unit Faculty Responsibilities

To meet the guidelines established by the Northwest Commission on Colleges and Universities, MSU requires unit faculty to

- articulate and apply student learning outcomes for all degree, minor, certificate, and advising programs.
- assist with collecting and interpreting assessment data as required by assessment plans on an annual basis.
- contribute to reviews of unit assessment results and resulting decision-making process
- engage in review of program goals and assessment plans
- carry out course-level assessment activities for any Core-designated courses they instruct in conjunction with Core program assessments.

Faculty are encouraged to also implement assessment strategies in their courses as a means of improving teaching and learning. Data for course-level assessment is not required to be made public and should not be used punitively.

C. Administration Responsibilities

The administration's role is to coordinate and document assessment activities taking place at the unit level, provide data of institutional scope, and maintain a website and educational resources on MSU's assessment process.

To ensure that assessment proceeds in accordance with the goal of program and course improvement, the provost, deans, directors and department heads are expected to recognize and acknowledge participation in assessment activities through the annual review process at all levels.

Information Updates: Faculty Senate Bylaws (second reading)

Committee:

- Doug Downs (chair)
 - Jen Boles
 - Susanne Cowan
 - Chris Posbergh
 - Sara Rushing
-
- Second reading/ratification
 - Questions, comments, additional concerns?

Information Updates: Ethics and Professional Standards Policy (second reading)

- Second reading/approval
 - Questions, comments, additional concerns?

Ethics and Professional Standards Policy

As approved by Faculty Senate 4/8/2026

1. Introduction and Purpose

The faculty and administration of Montana State University maintain an academic environment which embraces high standards of ethical and professional conduct. This policy establishes expectations for the manner in which faculty members and administrators carry out their professional duties and obligations as outlined in the [Faculty Responsibilities Policy](#).

The essential attributes of professional academic life at Montana State University include adhering to official policies and professional codes; exhibiting honesty, fairness, and accountability in professional work; avoiding harm to the reputation and well-being of colleagues and students; and respecting the privacy and personal dignity of others.

2. Ethical and Professional Standards

In carrying out their teaching, scholarship, service and public engagement responsibilities, faculty members and administrators at Montana State University are expected to:

- a) Act with honesty, fairness and impartiality, accepting the obligation to exercise critical self-discipline and judgement in using, extending, and transmitting knowledge.
- b) Treat students, colleagues, staff, and campus community members with dignity, civility and respect, being mindful of the power imbalances inherent in faculty-student and faculty-staff interactions, and maintaining professional boundaries that support students' learning, personal growth, and academic achievement.
- c) Foster an environment free from harassment, bullying, and intimidation, and seek to de-escalate interpersonal conflicts.
- d) Fulfill responsibilities conscientiously, reliably, and within the scope of their expertise.
- e) Recognize, disclose, and properly manage perceived or potential conflicts of interest.

- f) Respect the confidentiality of student records, personnel matters, search committee deliberations, peer review, and other sensitive information. Such information shall only be accessed for bona fide purposes in the faculty member's professional capacity, not stored or transmitted in a non-confidential manner, and never disclosed except through approved procedures. This includes adherence to applicable privacy laws, university policies, and the Family Educational Rights and Privacy Act (FERPA).
- g) Exercise the privileges and obligations of academic freedom responsibly, as stated in Montana Board of Regents of Higher Education Policy 302.
- h) Responsibly steward University resources, grants, contracts, and public funds.
- i) Ensure a safe working environment by following safety regulations, establishing safety procedures and conducting training within their scope of authority.
- j) Be informed of and follow the letter and spirit of university policies, federal and state requirements, and standards of professional governing bodies applicable to their work, while maintaining their right to criticize and seek revision of policies and regulations.

3. Alleged violations

Complaints of alleged breaches of these standards shall be investigated using the procedures set forth in the university's [Reporting Violations Policy](#). Individuals subjected to an allegation are entitled to dispute resolution through the University's applicable procedures.

Information Updates: Council reports?

Call for nominations/expressions of interest: Faculty Senate Chair-Elect for 2026-2027

- Chair-Elect obligations will start at the first meeting of the Fall semester
- Chair-Elect receives monetary support of teaching, research, and service as a fund equivalent to 35% of AY salary. These funds cannot be used for faculty salary, but can be used for course buy-out, equipment, travel, etc. Chair-Elect also receives one-month summary salary (2027).
- (Chair receives fund equal to 60% of AY salary, and one month summer salary)

Senate Open Discussion

Executive Session

(Confidential consideration of Honorary Doctorate nominee)

Do I have a motion to adjourn?
Second?

Next meeting: April 22, 2026