



**Montana Board of Regents  
Montana State University  
November 21-22, 2019  
MINUTES**

**Thursday, November 21st**

Meeting convened at 8:33am

A roll call indicated a quorum present.

Regents Present: Casey Lozar, Chair; Paul Tuss; Martha Sheehy; Bob Nystuen; Joyce Dombrowski; Brianne Rogers; and John Miller. Ex officio members included: Commissioner of Higher Education Clayton Christian; Ex officio Governor Steve Bullock, represented by Ms. McCall Flynn, and Ex officio Superintendent Elsie Arntzen.

The Board convened an executive session to discuss personnel after a determination was made by Chair Lozar that, the demands of individual privacy clearly exceed the merits of public disclosure.

Executive Session | *SUB Room 234*

- Personnel Discussion

Comments by Chair Lozar

Chair Lozar welcomed all attendees to the meeting and extended thanks and appreciation to President Cruzado and Montana State University (MSU) for hosting the meeting. Chair Lozar reviewed the upcoming agenda, noting the report on Fall Enrollment, a report on the College and Career Access Portal, proposed changes to the Academic Approval process, and presentations related to Career and Technical Education (CTE) as well as other key items. He formally welcomed the Legislative Education Interim Committee (EDIC), who will join the discussion tomorrow. Chair Lozar acknowledged and congratulated Ms. Linda Rost, who was named the 2020 Montana Teacher of the Year. He discussed the importance of rural communities and ensuring that high-quality teachers are staffed in these areas, noting recent partnerships to help address this need. Chair Lozar extend congratulations to Dr. Beth Weatherby, Chancellor of UM-Western, who was recently named Montana Ambassador Mike Malone Educator of the Year for her contributions to economic development in Montana.

Welcome by President Cruzado

President Cruzado welcomed all attendees to the MSU campus and to Bozeman. President Cruzado provided a presentation summarizing developments and successes related to the 2019 Strategic Plan for MSU detailing the three intentional focuses, including (1) Drive Transformational Learning Experiences Creating Outstanding Educational Outcomes for All Students. (2) Improve Lives and Society through



Research, Creativity, and Scholarship. (3) Expand Mutually Beneficial and Responsive Engagement for the Advancement of Montana. President Cruzado highlighted other updates, including the Bobcat Birthday Bash, celebrating 125 years of MSU. Increased enrollment for 2019, a record-breaking number of degrees awarded in the past academic year, a review of graduation rates, and other successful initiatives including the Freshman 15 Program and the “Know Your Debt” communications effort focused on student debt and educational opportunities on how to manage student loans successfully. She welcomed the fourth class of Hilleman Scholars at MSU. She updated the Board on several other national awards, accolades, and recognition the campus, it’s students, staff, and faculty have received.

#### Approval of Minutes

- September 11-12, 2019 Minutes
- October 16, 2019 Conference Call Minutes

A motion for approval of the September 11-12, 2019 meeting minutes and the October 16, 2019 conference call minutes was made by Regent Sheehy; motion passed (7-0).

#### Commissioner’s and System Report

- Commissioner’s Update

Montana National Guard Major General Matthew Quinn and Brigadier General Jeffrey E. Ireland presented Commissioner of Higher Education Clayton T. Christian with the Adjutant General’s Distinguished Patriot Medal in recognition of his leadership, dedication, and commitment towards ensuring that Montana National Guard members are able to attend college in the Montana University System.

Commissioner Christian extended thanks to the Board for their continued service and commitment to postsecondary education. He expressed his excitement about the Education Interim Committee Members (EDIC) joining the discussion tomorrow.

Commissioner Christian discussed the Resident Student Access initiative, detailing the economic need and ties to the Future Ready Workforce, and focus on capturing and retaining a larger percentage of Montana students. He reiterated the shifting demographics across the country and in Montana, specifically the decreasing number of high school student graduates and workforce shortages. This challenge is echoed across the country in that Higher Education has seen a decline in enrollment semester to semester for the last six years. This decline will have long term effects that we, as a State and System, will have to address. He noted that MSU is an anomaly, given the growth they’ve experienced in the last ten years and commended President Cruzado on this success, in large part for her leadership. He reminded attendees of the “45%” of students across our state who have very little connection or on-ramps to higher education and postsecondary opportunities. Commissioner Christian spoke to the corresponding efforts in developing a Portal. The Portal would be a convenient tool to help interested students better understand how to navigate the information at hand and provide them information about programs within the Montana University System (MUS), that align with their interests and aspirations, and how to pursue them. The Portal will help to simplify the process of educating students about postsecondary education.



Barriers continue to exist for students before they set foot on campus, including navigating the admission applications, obtaining and providing transcripts, ACT testing, completing the FAFSA form, scholarship applications, course planning, registration, vaccination records, and more.

Commissioner Christian formerly announced a rekindled partnership (MOU) with Reach Higher Montana, who will help with launching the project in terms of marketing, staffing, and other expertise to make this a successful initiative. Deputy Brock Tessman and Executive Director of Reach Higher Montana, Kelly Creswell, discussed the partnership and how it will help to address resident student access. They noted that this Portal would get information to students earlier, clearer, and in a more manageable package. They affirmed the conclusion of an extensive RFP process has led to the identification of Liaison, a company, which will help us to develop and implement a common application tool. Commissioner Christian noted that part of this approach is to augment the excellent work already going on to reach a broader section of students, not to disrupt current efforts. These efforts will continue and will be reported back to the Board.

Commissioner Christian discussed his participation at several national meetings recently include the Western Interstate Commission for Higher Education (WICHE), the National Association of System Heads (NASH), and the Association of Governing Boards (AGB). He explained changes in education policy from the US Department of Education regarding Accreditation and State authorization. Significant changes are being proposed. Essentially, the Department will remove any reference to regional accreditation paving the way for National and Multiple accreditations. He discussed the Department of Education's new interest in enforcing Section 117 of the Higher Education Act of 1965, specifically the act's Foreign Gift and Contract provision. This provision requires colleges and universities that offer a bachelor's degree or higher to annually report gifts or contracts from or with a foreign source that are valued at \$250,000 or more. The Department of Education recently indicated that it intends to significantly expand Section 117 requirements to include all foreign gifts and contracts; this would include tuition payments from international students and gifts from independent foundations. He noted that Jessica Weltman, the MUS Compliance Officer, is working to understand these requirements.

Commissioner Christian provided an updated related to NCAA inter-collegiate athletics, recalling that earlier this fall, California passed the "Fair Pay to Play Act," which allows student-athletes to profit from endorsements, something the NCAA resisted for many years. OCHE will continue to monitor these developments and wait to learn what the NCAA's next steps are, and to see any rules that come out on this topic. Also, effecting inter-collegiate athletics a number of gambling bills were introduced during the past Legislative session. Two bills focused on betting on college sporting competitions, HB 725 and SB 330. SB 330 was vetoed. OCHE staff is engaged with Lottery Staff to work through HB 725 as it is developed. It is our understanding that any MUS-related games will not begin immediately and noted that draft policies and proposed rules would be discussed later today.

Commissioner Christian recently attended a meeting with InterUnit Benefits Committee (IUBC) on Benefits and have successfully implemented a new systemwide software



BEBA; this was a monumental task for campuses and Benefits staff. This effort was mandated from a compliance perspective and is very important for managing the benefits plan. He reported that our health and benefits plan is doing exceptionally well in that we remain rich in reserves, relatively low deductible and out of pocket expenses, and that there has been no increase in premiums for the last three years.

Discussion followed.

- Fall Enrollment Report/Dashboard

John Thunstrom, MUS IT Director, provided an update on Fall Enrollment 2019. He utilized census figures for this presentation and used a variety of dashboards to show MUS FTE Enrollment, excluding figures from Community Colleges. A complete picture of the end of term data will be presented at the upcoming May meeting. Director Thunstrom noted that total FTE for resident undergraduates is reported at 20,154, a - 5.5% decline from Fall 2018. He explained that these declines coincide with decreases in the number of high school graduates. Projections from the Western Interstate Commission for Higher Education (WICHE) indicate that we can expect to see an increase in the number of high school graduates in the next 8-10 years. Mr. Thunstrom explained that this data coincides with the focus on resident student access and the corresponding goal to increase the percentage of Montana high school graduates entering the MUS. Director Thunstrom showed that the population of non-resident students has been significantly increasing over time since 2011. He discussed enrollment by campus, noting percentages for residency categories and the rate of change over time for each campus. He reviewed the headcount dashboard from Fall 2010-Fall 2019, noting that 39,236 is the most current headcount for the MUS. He discussed the breakdown by Part-time/full time, WUE/Resident, Female/Male, Age Group, and Race/Ethnicity. He reviewed headcount for 2-Year Colleges, noting the increase in the percentage of dual enrollment students. He also reviewed information on the First time Freshman Dashboard, by institution indicating increases in retention rates for this group. Discussion followed.

- Campus Reports (Linked to agenda)
- Introductions & Acknowledgements
- Other

Remarks by Governor Bullock (or Designee)

McCall Flynn, Education Policy Advisor to Governor Bullock, provided an update to the Board on the recently presented 2019 Labor Day Report, noting the 46,000 jobs added to Montana's economy since the end of the last recession. Montana is ranked as the 6th regarding fastest growth in average annual wages among states from 2008 to 2018. Over the last year, wage growth accelerated, increasing by 3.2%. Montana was also ranked 3rd in the nation for the percent of the population over 25 years of age with a high school diploma or equivalency. Roughly 65% of Montana's population has some post-secondary education. She discussed the workforce shortage and aging workforce, noting the importance of ensuring Montana is positioned to meet future workforce needs. She shared highlights from efforts currently underway, including the Montana



Registered Apprenticeship program and the “Become an Alum” pilot program at the Department of Labor and Industry (DOLI).

Ms. Flynn discussed continued efforts focused on Preschool Development, noting the “Strengthening Montana’s Early Childhood System” Grant, awarded to the Department of Public Health and Human Services (DPHHS) in January of 2019. This grant is a \$4.2 million-dollar planning grant that requires a needs assessment and strategic plan for all of Montana’s programs and services for young children and families. The assessment focuses on early learning and development, health, and family support sectors of the early childhood system, looking at issues of access, quality, workforce, coordination, family engagement, and governance.

Ms. Flynn reminded attendees about the Future Ready Cabinet, convened by Governor Bullock last year, consisting of state and local leaders, employers, educators, and other stakeholders to set ambitious attainment goals. As part of the final report, attainment strategies such as dual enrollment, work-based learning, apprenticeship, degree completion were all included in ways we can reach our state’s attainment goal of 60% by 2025.

Ms. Flynn discussed the joint efforts by the Governor and OCHE to secure \$350,000 last Legislative Session to help pay for the High School Equivalency Test (HiSet) access and attainment on each of our tribal reservations. The Governor’s Office worked with each tribal college to draft a plan. OCHE will distribute \$50,000 to each tribal campus to assist with personal development, testing centers, coverage of testing cost, travel, study materials, etc. Ms. Flynn reminded attendees about the upcoming 2020 Census, noting that the Department of Commerce is leading this effort for Montana. They will be asking the education community to be involved in assisting in spreading the message of the importance of participating in the census to help ensure accurate data and associated federal funding for Montana.

Budget, Administration and Audit Committee

## CONSENT

### Policy/Other:

- a. National Guard Waiver Revision; OCHE/MUS *ITEM 185-103-R1119*
  - Tuition Waivers and Discounts
  - Residency Policy
- b. MRPIP Participants; OCHE/MUS *ITEM 185-106-R1119*
- c. Request for Approval of University System/Employee Equity Interest and/or Business Participation Under MUSP 407 - Dr. Elizabeth Corbin; MSU Bozeman *ITEM 185-2005-R1119 | Attachment #1*

### Staff Items:

- d. Labor Agreements; OCHE/MUS *ITEM 185-104-R1119 | Attachment #1*
- e. Staff Item; UM Western *ITEM 185-1600-R1119*



- f. Staff Item; MSU Bozeman *ITEM 185-2000-R1119*
- g. Staff Item; MSU Extension *ITEM 185-2400-R1119*

**Emeriti Faculty:**

- h. Krank; UM-Western *ITEM 185-1601-R1119*
- i. Norris-Tull; UM-Western *ITEM 185-1602-R1119*
- j. Harris; MSU Billings *ITEM 185-2701-R1119*

**Facility Items:**

- k. Request for Authorization to Execute a Public Street and Utility Easement for Technology Boulevard; MSU Bozeman *ITEM 185-2003-R1119 | Attachment #1*
  
- l. Request for Authorization to Enter into Off-Campus Lease for the Department of Intercollegiate Athletics (Tennis); University of Montana *ITEM 185-1001-R1119 | Attachment #1 | Attachment #2*

**ACTION**

**Policy/Other:**

- a. Commitment to Lease Land for a State Laboratory Facility; OCHE/MUS *ITEM 185-107-R1119*

Deputy Commissioner Tyler Trevor presented a request to the Board of Regents for consideration to commit to providing a lease of Montana State University property in order to construct a state-owned or leased laboratory facility, primarily for the Montana Department of Livestock's Veterinary Diagnostic Lab, contingent on the specific details and requirements. Representative Kerry White spoke to the benefits associated with this request and noted that no MUS monies would be sought, only looking for a commitment from the Regents. Discussion followed.

- b. Montana Resident Undergraduate Student Financial Aid Policy; OCHE/MUS *ITEM 185-102-R1119*
  - New Policy: BOR Policy 940.8 – Montana Resident Undergraduate Student Financial Aid
  - Financial Aid Operating Procedures

Deputy Commissioner Tyler Trevor presented this request for the Montana Board of Regents to approve OCHE's recommendation to eliminate, modify and consolidate multiple existing board policies related to resident undergraduate student financial aid into one new overarching policy to reflect revised state statute and legislative intent related to Montana resident undergraduate student financial aid . The 2019 Montana Legislature significantly revised the state resident student financial aid laws providing financial aid to resident Montana postsecondary undergraduate and graduate students. The Legislature, in collaboration with the Board of Regents and the MUS postsecondary institutions, revised state law and established a new financial aid framework that adopts a three-pronged approach to resident student financial aid, creating three distinct categories of financial aid programs for undergraduate students. Discussion followed.



- c. Student Driven Fee Request – The Associated Students of the University of Montana Western; UM-Western *ITEM 185-1603-R1119* | *Attachment #1* | *Attachment #2* | *Attachment #3*

Deputy Commissioner Tyler Trevor presented this request, consistent with BOR Policies 940.12.1 (Tuition and Fee Approval) and 940.3 (Mandatory Fees), for the Board of Regents to approve an off-cycle request for a student-driven fee. This request has been brought forward by the Associated Students of UMW (ASUMW), in conjunction with UMW Administration, to restructure the current Radio Station/Recycling fee. On October 7, 2019, ASUMW voted on a proposal to rename, restructure, and increase the current Radio/Recycling Fee by \$5. ASUMW unanimously voted 14-0 in favor of the fee increase and renaming/restructuring proposal based on a survey of the student body of UMW. The student government association, ASUMW solely control these funds. Wherein the restructuring will include the renaming of the fee to Communication, Development, and Technology fee, wherein the fee will be increased from \$20 per semester to \$25 per semester starting Spring 2020.

**Staff Items:**

- d. Deferred Compensation Arrangement for UM President; OCHE/MUS *ITEM 185-105-R1119*

Deputy Commissioner Kevin McRae presented this request, per the Montana Board of Regents' direction, that all necessary steps be taken by the appropriate university officials and the Commissioner of Higher Education to implement a deferred compensation plan covering President Seth Bodnar of the University of Montana. He explained that since 2010, the Board of Regents has used deferred compensation plans to recruit and retain university Presidents and the Commissioner of Higher Education. Approval of this item directs the implementation of a plan as follows. The plan shall provide that, in exchange for five continuous years of service as President from November 2019 through November 2024, the university will provide a \$50,000 annual payment for a 10-year period beginning at age 65 of the recipient. The university may accept Foundation support in funding the plan. Discussion followed.

- e. Staff Item; OCHE/MUS *ITEM 185-100-R1119* | *Attachment #1*

Deputy Commissioner Kevin McRae presented this request that the Board of Regents approve the implementation of the MUS Pay Plan for personnel who are employed on Board of Regents contracts and the adjustment of one deferred compensation arrangement as noted on the attachment. Commissioner Christian spoke to the justification for additional stipend compensation for retention. He spoke to the excellent leadership of President Cruzado and the importance of retaining her and continuing her excellent work at MSU. Commissioner Christian believes this is a fiscally responsible solution given the costs associated with replacing Presidential Leadership is substantial including: the cost of the search, time, energy and the cost of losing momentum. Discussion followed.



**Facility Items:**

- f. Request for Authorization to Design and Construct Campus Core Infrastructure Improvements; MSU Bozeman *ITEM 185-2006-R1119 | Attachment #1*

Mr. Ron Muffick, Director of Operations and Administration, presented this request, consistent with provisions of MCA 18-2-102(b), for the Board of Regents of Higher Education to authorize MSU to design and construct energy infrastructure improvements to the core of campus. This authority request is for \$2,500,000. MSU intends to perform maintenance work on the core of campus to improve existing utility, hardscape, and landscape systems. Concurrently, MSU desires to perform the requested infrastructure improvement to increase cost-effectiveness, energy efficiency, and decrease future disturbance in the core of campus.

- g. Request for Authorization to Implement Steps to Construct New Montana Heritage Pavilion; University of Montana *ITEM 185-1003-R1119 | Attachment #1*

Mr. Ron Muffick, Director of Operations and Administration, presented this request, consistent with the provision of MCA 18-2-102 and Board of Regents Policy 1003.7, for the Board of Regents to authorize the University of Montana to construct the Montana Heritage Pavilion which will house the Montana Museum for Art and Culture (MMAC). The requested authority is for a total project cost of \$6,000,000. The Montana Legislature in the 59th session approved six million dollars in spending authority for the construction of a facility to house the Montana Museum for Art and Culture. The Museum would serve as a gateway entrance to the UM campus, denoting a “cultural welcome” to campus visitors, alumni, students, faculty, staff, and the Montana community. The building would be located at the intersection of University and Arthur Avenues. The University of Montana accomplishes its mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through an array of interdisciplinary programs, the MMAC contributes to important UM goals. Discussion followed.

- h. Request for Authorization to Program and Design a Multi-Phase Renovation of Rankin Hall and to Complete a Portion of the Initial Renovation Phase; University of Montana *ITEM 185-1004-R1119 | Attachment #1*

Mr. Ron Muffick, Director of Operations and Administration, presented this request, consistent with the provisions of MCA 18-2-102 and Board of Regents Policy 1003.7, for the Board of Regents to authorize the University of Montana to proceed with programming and designing for a multi-phase renovation of Rankin Hall and to complete a portion of the initial renovation. The authorization provides authority for a total of \$500,000 for programming, design, and initial renovation. This project is funded with private funds and would require the Governor’s consent.



- i. Request for Authorization to Implement Steps to Renovate and Upgrade Pantzer Hall Renovations; University of Montana *ITEM 185-1002-R1119* | *Attachment #1*

Mr. Paul Lasiter, Vice President for Finance & Administration at UM, presented this request, consistent with the provisions of MCA 18-2-102 2(b) and Board of Regents Policy 1003.7, for the Board of Regents to authorize the University of Montana to renovate Pantzer Hall to provide a modern residence hall experience. The requested authority is for a total project cost of \$2,200,000.

- j. Request for Authorization for the Expenditure of University Funds to Hire a Consultant for Student Life Master Planning Process; University of Montana *ITEM 185-1005-R1119* | *Attachment #1*

Mr. Paul Lasiter, Vice President for Finance & Administration at UM, presented this request before the Board for authorization for the University of Montana to expend university funds on hiring a consultant team to undertake a new student-based campus master plan. He explained that master planning is a comprehensive process that examines the needs and growth of the University. Planning includes academic facilities, student life, comprehensive transportation solutions, sustainability, and energy use, athletics and recreation, outdoor and green space, deferred maintenance, historic preservation, and financial sustainability. The outcome of the process will be a plan that provides the physical spaces to support the future of the University and enhance UM's competitiveness. The new Student Life Master Plan will serve as the physical framework for UM's strategic framework and will guide the growth and development of the campus for the next ten years. The authorization is for an amount not to exceed \$400,000. Discussion followed.

- k. Request for Authorization to Engage with an Energy Service Company to Assess Feasibility of a Combined Heat and Power System; University of Montana *ITEM 185-1006-R1119*

Mr. Paul Lasiter, Vice President for Finance & Administration at UM, presented this request before the Board to authorize the University of Montana, in collaboration with the Montana Department of Environmental Quality, to enter into the initial stage of engaging an energy service company (ESCO) to assess the feasibility of constructing a state-of-the-art combined heat and power system to augment the current campus steam plant. Discussion followed.

### INFORMATION

- a. Update on Sports Betting and Draft Board Policy

Helen Thigpen, Associate Legal Counsel for OCHE, updated the Board on recent developments related to sports betting. Following passage of House Bill 725 during the 2019 legislative session, the Montana Lottery will offer games on major sporting events that will include college sports and some MUS games. The NCAA currently prohibits athletes, coaches, and certain campus officials from participating in sports betting. The proposed policy would reinforce these requirements and remind those covered by the rules that nothing has changed with the passage of legalized sports wagering in



Montana for these individuals. Also, the policy expands coverage to include voting members of the Board of Regents appointed by the Governor and the Commissioner of Higher Education. NCAA rules currently allow traditional wagers between rival institutions by the head representatives of the institutions. The Lottery will notify the MUS about the release of a game for wagering that involves an MUS sporting event. Sports wagering in Montana will likely begin in early 2020. Ms. Thigpen summarized the draft Board policy for sports integrity. Board discussion followed.

### b. Long Range Building Program and Deferred Maintenance

Ron Muffick, Director of Operations and Administration at OCHE, and Russ Katherman, Administrator at Architecture and Engineering Division (A&E) of the Department of Administration, provided an update to the Board on the Long-Range Building Program and Deferred Maintenance (LRBP) process. Director Muffick noted that this is a continuous planning process that involves campuses tracking and compiling projects, requests, and identifying needs. He described the general hierarchy of project priority ranking, noting that health and life/safety is #1 followed by major maintenance, code compliance, operational efficiency and savings, adaptive renovation, and new construction and planning. The Commissioners office works to develop a prioritized system-wide comprehensive project list for the Board's review at the upcoming March 2020 meeting and consideration at the May 2020 meeting. Director Muffick reviewed major construction projects from across the system, noting those that were directly funded from the 66th Legislative Session. Director Muffick and Mr. Katherman reviewed recent changes to the LRBP funding and process via House Bill 553. This bill created a new structure and funding approach for financing building projects and deferred maintenance, as well as sets debts limits for the State of Montana. They explained that this bill also restructures LRBP into two accounts: 1) Major Repair, and 2) Capital Development. Director Muffick reiterated that the MUS prioritization process remains the same, but that facility condition assessment will play a key role in project prioritization going forward.

In summary, the MUS will continue to rely on state funds for LRBP projects. Changes from HB 553 likely increased state funding for deferred maintenance and life safety to \$24 million over the next biennium, for all state owned buildings. Director Muffick discussed the importance of establishing deferred maintenance exigency funds as the MUS accounts for 68% of the number of buildings owned by the State and accounts for 62% of square footage owned by the State. The next steps include continued collaboration with the State A&E on facility condition assessment improvements, restructure of LRBP format, approach to prioritization of projects. Director Muffick discussed the possibility of developing a Board policy to authorize campuses to establish one or more deferred maintenance exigency accounts. These accounts would allow transfers of funds into the account(s) from the General Operating Sub-fund when excess funds are made available through operational budget savings and encourage campuses to maintain a fund balance in the Deferred Maintenance Discussion followed.

### c. Shared Services Update | Guiding Document | Types and Categories



This informational item was postponed until next meeting.

Two-Year and Community College Committee

**INFORMATION**

a. Become An Alum Program Update

Commissioner of the Department of Labor and Industry, Galen Hollenbaugh, provided an update to the Board on the “Become An Alum Program.” He explained that through efforts with UM and the National Student Clearinghouse, approximately 3,900 students were discovered who left UM since the Fall of 2013 without obtaining a degree or certificate. He discussed the much anticipated “Silver Tsunami,” a massive shift of individuals transitioning into retirement over the next ten years and corresponding unmet needs in the workforce arena. He reviewed the Future Ready 2025 Goals and attainment goal for Montana related to increasing the percentage of Montanans who hold a postsecondary degree to 60%. He noted that as of September 26th, 909 of the 3,900 individuals had been contacted in some way. Of those contacted, 49 individuals have stated they will enroll, 42 have enrolled, and there are 16 students confirmed for the Spring semester at this time. Commissioner Hollenbaugh discussed the investment of resources associated with this effort, including notable collaboration with UM and Job Service Missoula. He spoke to the need to continue efforts to retain these individuals and advise them beyond the enrollment process. He discussed the importance of utilizing a holistic approach, broader engagement, and continued staff commitment. The next steps for this project include moving beyond the pilot project phase and expanding to other campuses. He stressed a continued focus on developing a re-enrollment strategy centered on lifelong learning and developing a final report that details the economic impact of this initiative. Discussion followed.

b. Two-Year Mission Fulfillment

A Panel including Dean Gurchiek, Dean Wolff, Dean Gallagher, and President Karas, led by Deputy Commissioner Tessman, provided an update to the Board regarding Two-Year mission fulfillment focused on opportunities and challenges. Panel members discussed the various efforts conducted to determine what challenges and opportunities exist across the varied landscape of MUS Two-Year Institutions and to ensure that Two-Year institutions are situated to fulfill the five pillars of the Two-Year Mission. Panel members shared several examples of situations where mission fulfillment has occurred, including Great Falls College-MSU Connections 101 program, which focuses on career and college readiness. Another example is MSU Northern’s focus on transfer education and work with Tribal College Transfer and addressing Career and Technical Education via Apprenticeship Models at Missoula College. The panel discussed opportunities and challenges, including communication, working with employers, emphasizing the development of transferrable essential/soft skills, and growing, tracking, and rewarding of non-credit/workforce training programs with industry partners. Discussion followed.

Academic, Research and Student Affairs Committee



## CONSENT

- a. Changes to BOR Policy 303.2; OCHE *ITEM 185-110-R1119* | *Attachment #1*
- b. Changes to BOR Policy 303.4; OCHE *ITEM 185-111-R1119* | *Attachment #1*

## ACTION

- a. Honorary Doctorate; MSU *ITEM 185-2001-R1119*

President Cruzado, MSU Bozeman, requested that in recognition of many career achievements and the distinction brought to the Montana University System as an alumni, that the Board of Regents grant the Montana State University the authority to confer an Honorary Doctorate to Mr. Mike Clark. Mr. Clark would be recognized at the upcoming Commencement ceremony. Discussion followed.

- b. Regents Professor Nomination; MSU *ITEM 185-2002-R1119* | *Attachment #1*

Deputy Commissioner Tessman and President Cruzado requested that the Board of Regents authorize the appointment of Dr. Phil Stewart, professor of chemical and biological engineering at Montana State University, to the rank of Regents Professor in recognition of Dr. Stewart's remarkable contributions and exemplary service to the State of Montana and Montana State University as an internationally recognized scholar, teacher, and academic leader who uses his passion for science and learning to inspire and encourage others.

The Board acted as a committee of the whole. A motion for approval of action item b. Item 185-2002-R1119 was made by Regent Sheehy. The motion passed (7-0).

- c. Mission Statement Revision; Great Falls College MSU *ITEM 185-2901-R1119*

Dr. Susan Wolff – Dean/CEO of Great Falls College-MSU, presented this request for approval of a revised mission statement before the Board. The revised statement reads: Great Falls College-MSU provides high-quality educational experiences supporting student success and meeting the needs of our community. Following input from the Northwest Commission on Colleges and Universities (NWCCU) 2018 Mid-Cycle Report and visit, the college elected to conduct a review of the strategic planning process. This process ensued over the 2018-2019 academic year and resulted in a few revisions. Approval of this revised statement is an important step to finalizing revisions to the strategic plan.

- d. Program Approval Process *ITEM 185-101-R1119*

Deputy Commissioner Tessman and Director of Academic Policy and Research Joe Thiel, presented this request before the Board of Regents to review and approve the draft new postsecondary educational program/center/institute approval process. He explained that in response to Board members' requests, revisions to the process for submission and review of proposals for new academic programs, centers, and institutes. The proposed changes aim to provide the Board with earlier opportunities to consider and act on proposals, allow for faster approval and launching of



programs needed for workforce and economic development in Montana, and develop a review process that encourages accurate estimates of program enrollment and facilitates sunseting of programs that fall significantly short of enrollment targets. He reviewed how the proposed new process would work as well as the implementation timeline. The next steps include efforts on amending required forms and the development of concepts and procedures for online submission. Discussion followed.

e. Revise Institutional Organization Policy; OCHE *ITEM 185-108-R1119*

Deputy Commissioner Tessman and Director of Academic Policy and Research Joe Thiel presented this request before the Board for approval to revise BOR Policy 218 – Institutional Organization. The proposed revision seeks to remove outdated language and to clarify that a campus may announce a proposed organizational change before board approval.

f. Repeal Academic Program Planning Policy; OCHE *ITEM 185-112-R1119* | *Attachment #1*

Deputy Commissioner Tessman and Director of Academic Policy and Research Joe Thiel presented this request before the Board for approval to repeal BOR Policy 303.10 - Academic Program Planning. This policy requires campuses to submit the new academic program proposals they intend to put forward over the next three years. Proposals that do not appear on the academic program plan may not move forward for consideration by OCHE or the BOR. While this policy did create a mechanism for forewarning of upcoming academic proposals, it is no longer needed with the new academic program planning process, potentially being adopted by the Board at this meeting. The authorities granted to the Commissioner in Board policy 303.1- Academic Program Proposals; MUS allow the Commissioner to develop a process to ensure appropriate notice to campuses of upcoming academic items while creating greater flexibility for campuses to move forward in-demand programs expeditiously.

g. Revise Academic Program Proposal Policy; OCHE *ITEM 185-109-R1119* | *Attachment #1*

Deputy Commissioner Tessman and Director of Academic Policy and Research Joe Thiel presented this request before the Board for authorization to revise BOR Policy 303.1 – Academic Program Proposals. This revision would help to clarify the criteria through which program proposals shall be evaluated and to charge the Commissioner to develop a review process for newly approved academic programs.

h. *Level II Executive Summary* | *Supporting Documentation* | *New Program Tracking* | *MSU Presentation*

Deputy Commissioner Tessman spoke to the process related to these submissions. Individual campuses spoke their requests individually, including MSU-Billings request to rename and reorganize the College of Allied Health Professions; request to rename and reorganize the College of Arts and Sciences. Montana Tech requested approval to rename and reorganize the Business department at Highlands College. Provost Mokwa



of MSU Bozeman requested approval to consolidate and merge the Department of Cell Biology and Neuroscience and the Departments of Microbiology and Immunology.

Dr. Robert Mokwa, Provost for MSU Bozeman, reported as per the request of the Board of Regents a comprehensive program prioritization review on all doctoral programs at MSU was conducted. This review resulted in the MSU Doctoral Prioritization Review Report, a document created by the 16-member MSU Doctoral Program Prioritization Committee (DPPC) and circulated widely across campus. Provost Mokwa described the building blocks of the process, noting that data for 16 metrics provided by the institution and not self-reported. Metrics were discussed with the campus community, and Department Heads were given the opportunity to respond to specific questions, review, and provide context to help the DPPC better understand the data and detail the strengths and weaknesses of the doctoral program(s). He discussed next steps for programs ranked noting that all departments and academic programs within the MUS are expected to strive for continuous improvement in the education they provide to students, in the outreach they provide to the public and in the research they conduct to further the bounds of knowledge. Discussion followed.

## INFORMATION

### a. RIDE Program

Dr. Robert Mokwa, Provost at MSU Bozeman, provided an update to the Board on the Regional Initiatives in Dental Education (RIDE). He reiterated to the Board the mission behind this program, which is to develop dentists who will make a personal commitment to serving the needs of rural and underserved communities. He spoke to the need for Dentists in rural areas, noting that 80% of Montana dentists practice in only nine counties. Recent advances in this area include new funding through the US HRSA grant subcontract with the Montana DPHHS via the Montana Oral Health Workforce Activities for prevention and the 2019 Montana Healthcare Foundation Grant with MSU Office of Rural Health. Discussion followed.

### b. 2020 Census and MT Higher Education

The 2020 Census Team for Montana, including Jeri Bucy and Mary Craigle, provided an update to the Board on the 2020 Census and its impact on postsecondary education. They shared history around this Census, noting that per the Constitution, Article 1, Section 2, it has occurred every decade since 1790 to determine the number of people living within the United States and territories. This data is used to help make vital decisions on behalf of residents, including reapportionment and redistricting. They stressed the importance of why each person should be counted, given the corresponding amount of Federal Funds that each state receives, based on Census data. The Census estimates that for every Montana resident counted, the state will receive almost \$2,000 each year for ten years, roughly \$20,000 per person over the decade. The Census directly impacts higher education and community colleges in the state through its associated funding through Federal Direct Student Loans, Pell Grants, HOME Program, Career & Technical Education, Cooperative Extension Services, WOA Dislocated Worker Grants, Highway Planning and Construction, Health Care Centers,



and Community Facilities Loans/Grants. Census data helps colleges understand where the next generation of workers is coming from and where workers are needed, which will influence student recruitment, degree programs and curriculum development, and training offerings and decisions. Redistricting is also influenced by the Census. As areas within a state gaining or losing a significant population in comparison to others will have more changes than those that are stable. District boundaries may also change due to population migration within a state. Discussion followed.

c. Rural Teacher Recruitment and Retention Update

Angela McLean, Director of American Indian/ Minority Achievement and K-12 Partnerships, along with Dr. Ann Ewbank of MSU-Bozeman, and Dr. Vikki Howard of the University of Montana-Western provided an update to the Board about the Rural Teacher Recruitment and Retention Task Force. They discussed the task force's accomplishments to address Montana rural educator recruitment and retention, which includes established K-12 Education Career Pathway, Federal Grants, and more. The panel noted that Montana's educator prep programs are doing the job of meeting state educator demands. Panel members discussed the rural educator shortage study done by the REL in a partnership between the task force and Rise4MT. Additional efforts addressing these issues include the development and implementation of a Master of Arts in Teaching, through the support of the US DOE Teacher Quality Partnership Grant, and online and distance teacher prep programs. The next steps include developing support policies and legislation aimed at addressing study findings, develop and roll out an advertising-marketing campaign; and monitor shortage areas (geographically and in content). Discussion followed.

d. AIMA Update

Angela McLean, Director of American Indian/ Minority Achievement and K-12 Partnerships and Eric Meredith, OCHE Business Intelligence Analyst, presented the newly developed American Indian "Student Success or Enrollment" Dashboard. Mr. Meredith provided an overview of the new dashboard and its many tools and functions. The dashboard covers enrollment, retention, BA graduation, AA graduation, completions, financial, employees, and transfers for American Indian Students enrolled in the MUS. Discussion followed.

e. eLearning Update | *Annual eLearning Report*

This informational item was postponed until next meeting.

f. Program Reviews

This informational item was postponed until next meeting.

g. Level I Memorandum (August and September)

Deputy Commissioner Tessman discussed the process behind these approvals noting that they include minor changes and are approved by the Commissioner's Office via



direction of the Board. Per BOR Policy 303.3, All the institutions that make up the Montana University System, except the three community colleges, are required to conduct internal reviews of their academic programs to ensure program quality and effective stewardship of resources. All programs listed in the MUS official degree and program inventory, except for certificates of 29 credits or less, must be reviewed at least once every seven years. The review schedules are filed with the Office of the Commissioner of Higher Education.

h. Intent to Plan Proposals (August and September)

**Programs Under Development (Completed Intent to Plans)**

*Submitted September 2019 – Expiration May 2021*

**Montana Technological University**

Statistics Option within the BS in Mathematics

**University of Montana**

Acting option within the Theatre BFA

Design and Technology option within the Theatre BFA

Gaming and Interactive Media option within the BFA  
Associate of Science

Public Comment\*

Steve Stowers, Associate Professor at MSU, shared his concerns about the process surrounding the recent merger of the CBN program with the Microbiology and Immunology Department.

James Mazer, Associate Professor at MSU, spoke against the process behind merging of CBN program.

Anne Parker, ASMSU Senator, spoke to her experience throughout the CBN merger. She spoke in support of the merger but expressed disappointment at the lack of inclusion of students throughout the process.

Colette Campbell, MSU Employee and President for MSU Bozeman Federation of Classified University Staff, extended an invitation to follow along with the state labor management committee as they tackle a study of wage bands.

Emma Folkerts, a student at MSU, spoke about the HEART Initiative and the important topic of human trafficking. She spoke to the need for awareness of this issue and the need for more ethical practices.



James (No Last Name Given), a local business owner in the Bozeman community, spoke against the proposed CBN program merger.

Colin King, a student at MSU, spoke to his concerns associated with the proposed merger of the CBN program.

Alessandra Miller, a student at MSU, spoke to her concerns of MSU administration regarding promises made to students related to the mergers of the CBN program.

Austin White, a student at MSU, spoke to his concerns associated with the proposed merger of the CBN program.

Chelsea Koessel, a student at MSU, spoke to her concerns associated with the proposed merger and feelings that the Administration was not honest with students.

Scott Killian, a graduate of MSU, concurred with comments made before him regarding the proposed changes to the CBN program.

Bekah Thurn, a student at MSU, spoke in support of the CBN merger.

Meeting Recessed at 6:09pm

### **Friday, November 22nd**

The meeting reconvened at 8:36am.

#### Remarks by Superintendent Arntzen

Superintendent Arntzen discussed the importance of education for our future. She highlighted essential partnerships and efforts underway, including Teen Nutrition, a program focused on educating students about a healthy lifestyle. Superintendent Arntzen highlighted the four initiatives underway at the Office of Public Instruction including, Montana Hope, which is focused on children and nutrition across Montana. The recently held John Deere Expo, held in partnership with Future Farmers of America (FFA), focused on students with interest in Agriculture. Continued work on a Substance Abuse and Mental Health Services Administration (SAMHSA) grant for wrap-around specialists at Native American schools on and off Indian Reservations. Continued efforts and focus on Suicide Awareness and Prevention Efforts across Montana. She extended her appreciation for the focused work and conversation about teacher retention and recruitment.

#### Education Interim Committee / Board of Regents Joint Session

- Welcome and introductions
- MUS initiative updates--resident student access; 2-year education



Deputy Commissioner Trevor and Deputy Commissioner Tessman discussed the main topics “defining and communicating” what Career and Technical Education (CTE) is, its cost, and how it relates to the two-year education initiatives. They explained that CTE represents all occupationally oriented education and training provided by 2-year colleges and programs. Programs and courses are designated as CTE through a taxonomy provided by the federal government. The Deputy Commissioners reviewed public postsecondary education in Montana, specifically the structure, relationship, and governance and its ties to the CTE profile. Dr. Tessman and Mr. Trevor spoke to the mission of Two-Year Colleges, which states that the Two-year Colleges in the MUS will possess a comprehensive community college mission, commit to providing transfer education, support workforce development, support developmental and adult basic education, lifelong learning opportunities, and community development. These institutions will provide affordable access and admissions that will allow opportunities for all Montanans to access higher education. Two-year Colleges will pursue efficiencies by integrating operations with Four-year and Flagship campuses whenever and wherever possible. They reviewed those standalone 2-Year Colleges, which are independently accredited (Great Falls College-MSU and Helena College) and integrated 2-Year Colleges (Missoula College, Bitterroot College, Highlands College, City College, Gallatin College, UM-Western, and MSU-Northern). They reviewed the programs at Two-Year Colleges, noting the concentration on CTE.

The Deputy Commissioners reviewed enrollment at MUS 2-year colleges and Community Colleges from 1987 – 2019, noting trends of growth and the height of growth during the 2009-2012 recession, as well as detailing changes over time related to the economy. Deputy Commissioner Tessman spoke to the need for 2-year education to be flexible and adaptable to meet workforce needs as dictated by the economy. Discussion followed about dual enrollment and its role within CTE. OCHE estimated that 23% of the total MUS undergraduate headcount are enrolled in a MUS 2-year college. During the academic year 2018-2019, a total of 2,149 certificates or associate degrees were awarded. Of these 1,454 were CTE, about 68%. Degrees awarded were reviewed by campus, noting the overall increase, with exception to the Community Colleges, to the number of degrees awarded from 2001-2019. They discussed stackable credentials and pathway opportunities and reviewed the categories of CTE Programs and the corresponding number of degrees/certificates awarded and the overall percentage of total CTE degree and certifications. The top 10 MUS CTE Degrees and Certificates awarded were reviewed by campus for 2018-2019. Discussion followed. Dr. Tessman discussed how the revised academic approval process would help to position the MUS and campuses to create and implement degree programs that have a direct need for the workforce. Deputy Commission Tessman reviewed Montana Career Pathways (MCP), which is an embodiment of our commitment to reach out to students earlier with information about what high school courses, colleges, and other credentials are needed in areas of career interest.

Deputy Commissioner Trevor discussed cost and current unrestricted revenue, noting the revenue and expenditures per student by campus. He compared all campuses to Carnegie categories of campus classification, noting the difference in student cost. Current Unrestricted Revenue per Student FTE, FY19, was compared between 2-year colleges and 4-year colleges. He reviewed the timeline of 2-year education system



initiatives dating back to 2005, noting the number of investments made by the Legislature toward advancing CTE and Two-Year Education. Mr. Trevor reviewed the MUS 2-Year Tuition and Fee history, noting the average rates compared to the ratio of tuition and fees to the Montana median household income, indicating the tuition freeze era. Dr. Tessman discussed the launching of Montana's portal for college and career planning, in partnership with Reach Higher Montana. He detailed the number of tools and information that will be available to prospective students to help them plan their future, explore education and career path options, and avenues for paying for school.

- The state of research in the MUS and MREDI 2.0

Joe Thiel, Director of Academic Policy and Research, Dr. Scott Whittenburg, Vice President of Research at UM, and Dr. Jason Carter, Vice President of Research at MSU, spoke to the importance of research for the MUS and Montana. They recapped the Montana Research, and Economic Development Initiative (MREDI), a \$15 million initiative sponsored by the Legislature focused on leveraging university-based research into strategic advancements for Montana's economy. Panel members discussed the success of the MREDI initiative and its return on investment (ROI) to Montana. This initiative helped to orient universities' research capacity to Montana's needs and economic future. It forged partnerships between faculty, companies, and communities, bridged product development, enriched the education of hundreds of Montana students, and made Montana's university-based research more competitive on the national stage.

This initiative funded eleven individual projects, of which the ROI was significant. From the \$15 million invested, an anticipated \$58 million in expenditures was gained. Montana's research spending per capital also shows growth from \$4 below comparison states to \$24 above comparison states. Director Thiel noted that a BBER analysis indicated MUS research produces 3,523 jobs being created; a net contribution of \$19.4 million to state tax revenues, and \$565.8 million in economic output. University-based research is an investment into Montana's economy through the discovery of new knowledge, highlights the state's strengths, creation of jobs, and the emergence of new companies. The next steps include a review of Montana's innovation ecosystem & MREDI debrief in early 2020, followed by a revision to Montana's science and Technology plan, and the delivery of initial recommendations for further high impacts state investment. Commissioner Christian extended his thanks to the member of EDIC and other Legislators who supported this effort and funding. Discussion followed.

- Ongoing collaboration between Board of Regents and Legislature and possible legislation

Chair Lozar spoke in support of further collaboration and partnership between these two bodies to ensure continue synergy, collaboration, and success occurs. Discussion followed.

Public Comment\*

Molly Arrandale, public employee and member of the federation of classified



employees, spoke in support of Colette Campbell and her statements related to the MSU classification structure for various positions.

Taylor Blossom, ASMSU President, spoke in agreement with previous commenters statements about MSU classification structure and pay for various positions, and shared a brief update on activities to date as ASMSU.

Casey Cummings and Allison Reinhardt, students at MSU, informed attendees about the student memorial on campus sponsored by ASMSU and announced additional support, via fund commitments to furthering this project.

Sam Roe, a student at MSU, shared concerns and objections from fellow students unable to be present at public comment, against the proposed increase for President Cruzado.

Jeff Krauss, a Bozeman resident and former BOR Member, spoke in support of prioritizing construction of a new building for Gallatin College to further Two-Year Education and CTE efforts.

#### Committee Reports & Action

- Budget, Administration and Audit Committee

### CONSENT

#### Policy/Other:

- a. National Guard Waiver Revision; OCHE/MUS *ITEM 185-103-R1119*
  - Tuition Waivers and Discounts
  - Residency Policy
- b. MRPIP Participants; OCHE/MUS *ITEM 185-106-R1119*
- c. Request for Approval of University System/Employee Equity Interest and/or Business Participation Under MUSP 407 - Dr. Elizabeth Corbin; MSU Bozeman *ITEM 185-2005-R1119 | Attachment #1*

#### Staff Items:

- d. Labor Agreements; OCHE/MUS *ITEM 185-104-R1119 | Attachment #1*
- e. Staff Item; UM Western *ITEM 185-1600-R1119*
- f. Staff Item; MSU Bozeman *ITEM 185-2000-R1119*
- g. Staff Item; MSU Extension *ITEM 185-2400-R1119*

#### Emeriti Faculty:

- h. Krank; UM-Western *ITEM 185-1601-R1119*
- i. Norris-Tull; UM-Western *ITEM 185-1602-R1119*
- j. Harris; MSU Billings *ITEM 185-2701-R1119*



**Facility Items:**

- k. Request for Authorization to Execute a Public Street and Utility Easement for Technology Boulevard; MSU Bozeman *ITEM 185-2003-R1119 | Attachment #1*
- l. Request for Authorization to Enter into Off-Campus Lease for the Department of Intercollegiate Athletics (Tennis); University of Montana *ITEM 185-1001-R1119 | Attachment #1 | Attachment #2*

A motion for approval of consent items a. – l. was made by Regent Tuss; motion passed (7-0).

**ACTION**

**Policy/Other:**

- a. Commitment to Lease Land for a State Laboratory Facility; OCHE/MUS *ITEM 185-107-R1119*

A motion for approval of action items a. Item 185-107-R1119 was made by Regent Dombrowski; motion passed (7-0).

- b. Montana Resident Undergraduate Student Financial Aid Policy; OCHE/MUS *ITEM 185-102-R1119*
  - New Policy: BOR Policy 940.8 – Montana Resident Undergraduate Student Financial Aid
  - Financial Aid Operating Procedures

A motion for approval of action item b. Item 185-102-R1119 was made by Regent Miller; motion passed (7-0).

- c. Student Driven Fee Request – The Associated Students of the University of Montana Western; UM-Western *ITEM 185-1603-R1119 | Attachment #1 | Attachment #2 | Attachment #3*

A motion for approval of action item c. Item 185-1603-R1119 was made by Regent Miller; motion passed (7-0).

**Staff Items:**

- d. Deferred Compensation Arrangement for UM President; OCHE/MUS *ITEM 185-105-R1119*

A motion for approval of action item d. Item 185-105-R1119 was made by Regent Nystuen; motion passed (7-0).

- e. Staff Item; OCHE/MUS *ITEM 185-100-R1119 | Attachment #1*

A motion for approval of action item e. Item 185-100-R1119 was made by Regent Tuss; motion passed (7-0).

**Facility Items:**



## MONTANA UNIVERSITY SYSTEM

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- f. Request for Authorization to Design and Construct Campus Core Infrastructure Improvements; MSU Bozeman *ITEM 185-2006-R1119 | Attachment #1*

A motion for approval of action item f. Item 185-2006-R1119 was made by Regent Dombrowski; motion passed (7-0).

- g. Request for Authorization to Implement Steps to Construct New Montana Heritage Pavilion; University of Montana *ITEM 185-1003-R1119 | Attachment #1*

A motion for approval of action item g. Item 185-1003-R1119 was made by Regent Sheehy; motion passed (7-0).

- h. Request for Authorization to Program and Design a Multi-Phase Renovation of Rankin Hall and to Complete a Portion of the Initial Renovation Phase; University of Montana *ITEM 185-1004-R1119 | Attachment #1*

A motion for approval of action item h. Item 185-1004-R1119 was made by Regent Tuss; motion passed (7-0).

- i. Request for Authorization to Implement Steps to Renovate and Upgrade Pantzer Hall Renovations; University of Montana *ITEM 185-1002-R1119 | Attachment #1*

A motion for approval of action item i. Item 185-1002-R1119 was made by Regent Nystuen; motion passed (7-0).

- j. Request for Authorization for the Expenditure of University Funds to Hire a Consultant for Student Life Master Planning Process; University of Montana *ITEM 185-1005-R1119 | Attachment #1*

A motion for approval of action item j. Item 185-1005-R1119 was made by Regent Sheehy; motion passed (7-0).

- k. Request for Authorization to Engage with an Energy Service Company to Assess Feasibility of a Combined Heat and Power System; University of Montana *ITEM 185-1006-R1119*

A motion for approval of action item k. Item 185-1006-R1119 was made by Regent Sheehy; motion passed (7-0).

None.

- Two-Year and Community College Committee

- Academic, Research and Student Affairs Committee

**CONSENT**



- a. Changes to BOR Policy 303.2; OCHE *ITEM 185-110-R1119* | *Attachment #1*
- b. Changes to BOR Policy 303.4; OCHE *ITEM 185-111-R1119* | *Attachment #1*

A motion for approval of consent items a. – b. was made by Regent Sheehy; motion passed (7-0).

**ACTION**

- a. Honorary Doctorate; MSU *ITEM 185-2001-R1119*

A motion for approval of action item a. 185-2001-R1119 was made by Regent Rogers; motion passed (7-0).

- b. Regents Professor Nomination; MSU *ITEM 185-2002-R1119* | *Attachment #1*

Board voted as a committee of the whole on 11/21/2019.

- c. Mission Statement Revision; Great Falls College MSU *ITEM 185-2901-R1119*

A motion for approval of action item c. item 185-2901-R1119 was made by Regent Miller; motion passed (7-0).

- d. Program Approval Process *ITEM 185-101-R1119*

A motion for approval of action item d. Item 185-101-R1119 was made by Regent Sheehy; discussion followed. Motion passed (7-0).

- e. Revise Institutional Organization Policy; OCHE *ITEM 185-108-R1119*

A motion for approval of action item e. Item 185-108-R1119 was made by Regent Dombrowski; motion passed (7-0).

- f. Repeal Academic Program Planning Policy; OCHE *ITEM 185-112-R1119* | *Attachment #1*

A motion for approval of action item f. Item 185-112-R1119 was made by Regent Nystuen; motion passed (7-0).

- g. Revise Academic Program Proposal Policy; OCHE *ITEM 185-109-R1119* | *Attachment #1*

A motion for approval of action item g. Item 185-109-R1119 was made by Regent Dombrowski; motion passed (7-0).

- h. Level II *Executive Summary* | *Supporting Documentation* | *New Program Tracking* | MSU *Presentation*

A motion for approval of action item h. Level II was made by Regent Tuss; discussion followed. Motion passed (7-0).

Meeting adjourned at 12:18pm.



MONTANA UNIVERSITY SYSTEM

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Approved by the Board of Regents on

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clayton T. Christian  
Commissioner of Higher Education  
and Secretary to the Board of Regents

\_\_\_\_\_  
Date

\_\_\_\_\_  
Casey Lozar  
Chair, Board of Regents

# MONTANA STATE UNIVERSITY

STRATEGIC PLAN 2019

# choosing promise

## Mission, Vision and Values

*The Mission, Vision and Values are the foundation of the strategic plan, defining what we do, why we do what we do and how we do it. Together they describe Montana State University's strategic direction.*

[montana.edu/choosingpromise](http://montana.edu/choosingpromise)



**MISSION** · As the state's land-grant university, Montana State integrates education, creation of knowledge and art and service to communities.

**VISION** · Montana State University will transform lives and communities in the people's interest.

**VALUES Excellence** · We pursue exceptional outcomes.

**Integrity** · We commit to honesty, ethical behavior and accountability.

**Inclusion** · We create a civil, supportive and respectful environment where difference and diversity are sources of strength.

**Collaboration** · We believe that working together produces better outcomes.

**Curiosity** · We expect inquiry, exploration, creativity and innovation.

**Stewardship** · We care for and conserve the human, economic, physical and environmental resources entrusted to us.

## Areas of Intentional Focus and Goals

The Areas of **Intentional Focus** are the most important places for Montana State University to focus in the next three to seven years to fulfill our mission and vision. They are not the only things we will do, but they are the areas that we need to prioritize at this time if we are to move in our strategic direction.

**Goals** lend further specificity by describing the specific outcomes we hope to achieve in each Intentional Focus.

### Metrics and Actions

**Metrics** help us measure progress toward the goal, though they do not necessarily capture all of the aspirational or qualitative dimensions of a goal.

**Actions** define the concrete steps that must be taken at the institutional level, at a minimum, to be successful in each Goal.

Colleges, departments and other units will develop and pursue tailored metrics and actions that contribute to Montana State University's strategic direction. Actions prescribed at the University level should underpin and enable widespread effort across the University community and not preclude dispersed progress.

## INTENTIONAL FOCUS 1

### Drive Transformational Learning Experiences Creating Outstanding Educational Outcomes for All Students

Montana State University students are challenged and changed by their active participation in high quality, innovative experiences at both the undergraduate and graduate level, becoming learned professionals and global citizens.

#### **GOAL 1.1: Broaden access for underrepresented populations and increase academic success for all students through excellence in undergraduate education.**

As the state's land-grant university, Montana State invites participation in exceptional higher education, widens participation of under-represented student populations and improves student success outcomes overall.

#### **Metrics and Actions**

1. Enrollment of students who are economically disadvantaged, first-generation, veterans, adult learners, individuals with disabilities and from underrepresented races and ethnicities will increase in each group's share of the student body by two points by 2024.
2. Eighty percent of student financial need will be met by 2024, compared to the current 74%.
3. Montana State University will increase the number of 1-year and 2-year degrees and certificates awarded by 50% by 2024 (to 360).

4. Montana State University will increase the number of Dual Enrollment students by 40% by 2024 (to 700).
5. Montana State University will increase developmental education and co-requisite course completion rates to 75% by 2024.
6. Montana State University will increase retention (from 72% to 85%) and six-year graduation (from 48% to 60%) rates for all incoming Montana State students and will reduce disparities for students who are economically disadvantaged, first-generation, veterans, adult learners, individuals with disabilities and from underrepresented races and ethnicities by 2024.
7. Montana State University will increase the number of students who receive national and international awards, honors and prestigious scholarships.

## **GOAL 1.2: Expand high-quality graduate education**

Montana State University will enroll and graduate more degree-seeking students at the graduate level and enhance the quality of graduate degree programs.

### **Metrics and Actions**

1. Montana State University will enhance its graduate education portfolio with appropriate balance across programs including the social sciences, humanities and arts by 2024.
2. Montana State University will match up to 20 additional externally funded graduate research assistantships with institutionally supported and competitively awarded graduate research assistant appointments, aligned with Grand Challenge areas, annually by 2020.
3. Montana State University will increase the number of research doctoral degrees (to 90 from 66), professional practice doctorates (to 30 from 25) and Master's degrees (to 650 from 566) awarded annually by 2024.
4. All graduate degree programs will undergo systematic review and, if appropriate, redesign to ensure that they are structured to meet the diverse career paths of today's students by 2022.

## **GOAL 1.3: Implement evidence-based high quality, high impact teaching and learning practices for every student**

Montana State University improves the curricular and co-curricular experience with demonstrated educational practices integrated with discovery and engagement that enhance learning and develop engaged global citizens and informed professionals.

### **Metrics and Actions**

1. Each student at the undergraduate level will engage in at least one sustained curricular or co-curricular high quality, high impact practice<sup>1</sup>, demonstrated to positively affect educational or personal development, each year, by 2022.
2. The university will demonstrate that all graduating seniors have achieved Core learning outcomes<sup>2</sup> and career competencies<sup>3</sup> by 2024.
3. All undergraduate students will use e-portfolios for sustained reflection on curricular, co-curricular and dynamic learning by 2024.
4. At least 70% of undergraduate students will demonstrate sustained campus and community engagement by annually participating in one significant student engagement activity or leadership role, and attending 20 or more university events annually by 2020.

## **INTENTIONAL FOCUS 2**

### **Improve Lives and Society through Research, Creativity and Scholarship**

Montana State University faculty, staff and students are known nationally and internationally for discovering, applying, testing and sharing knowledge and creative works that expand understanding and positively impact lives and society.

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## **GOAL 2.1: Enhance the significance and impact of scholarship**

Montana State University research and creative activity demonstrates impact on the state's and the world's pressing challenges through application of our discoveries in communities, industry and organizations, as well as through academic indicators of the expansion of knowledge.

### **METRICS and ACTIONS**

1. Montana State University will foster four Grand Challenges of Montana responsive to regional and global needs:
  - Caring for our environment: environmental science, design, engineering, architecture and social structure
  - Promoting wellness in our communities: access and equity in education and health outcomes, community-based participatory research, biomedical sciences and entrepreneurship
  - Food and fuel security: sustainable food systems, precision agriculture, energy production, transmission and storage
  - Securing the future of Montana: cybersecurity, photonics and optics, defense, governance and public policy
2. Montana State University will define external outcome measures that reflect success in the Grand Challenge areas, e.g. changes in relevant state-wide indicators, by 2020, and will monitor these for demonstrated research-related improvement by 2024.
3. Montana State University will enhance education of undergraduates and graduate students through increased participation in research, creative and entrepreneurial activities by 10% by 2022.

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## **GOAL 2.2: Expand interdisciplinary scholarship**

Montana State University's interdisciplinary expertise as the University of the Yellowstone™ carries unique possibilities for inference, translation and impact. Our research and creative activity throughout the university increasingly spans traditional disciplinary boundaries to solve the world's pressing challenges.

### **METRICS and ACTIONS**

1. Montana State University will secure at least one new interdisciplinary training grant or center grant for each Grand Challenge area by 2024.
2. Montana State University will increase the grant expenditures associated with investigators in multiple academic units by 25% by 2022.
3. Montana State University will increase the number of scholarly products that are authored or created by faculty from two or more academic units by 10% each year.
4. Montana State University will review current policies, resources and facilities that affect interdisciplinary scholarship and develop sustainable models for shared interdisciplinary resources by 2022.

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## **GOAL 2.3: Strengthen institutional reputation in scholarship**

Montana State University's success in scholarship results in increased state, national and international prominence.

### **METRICS and ACTIONS**

1. Montana State University will annually increase scholarship standing when compared to peer institutions.
2. Montana State University faculty will be recognized as regional and national leaders in Grand Challenge areas by 2024.
3. Montana State University will demonstrate improved institutional reputation through the increased size of faculty applicant pools, increased diversity of applicant pools and increased ratio of offers accepted to offers made.
4. Montana State University will increase the number of faculty with membership among national academies, professional society fellows and state/federal/international advisory committees.
5. Montana State University will increase the number of faculty who receive national and international awards, and honors.
6. Montana State University will establish a baseline by 2020 and increase its number of international projects and collaborations in learning, scholarship and engagement by 10% by 2024.

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## **GOAL 2.4:** Elevate expectations for scholarship

Montana State University faculty, staff and students hold themselves to the highest standards of research and creative outcomes.

### **METRICS and ACTIONS**

1. Colleges, departments and centers will set goals and document progress in their annual research reports by 2020.
2. Montana State University will have annual contract and grant expenditures exceeding \$200 million spanning all units by 2024.
3. Publications, presentations of creative works, translational research and creative activity and other evidence of dissemination of scholarship will meet or exceed peer benchmarks by 2024.
4. Montana State University will increase the number of research faculty, research staff, post-docs and graduate students funded on external contracts and grants by 2022.

## **INTENTIONAL FOCUS 3**

### **Expand Mutually Beneficial and Responsive Engagement for the Advancement of Montana**

Montana State University students, faculty and staff work together and with partners across the state and around the world to enhance the well-being of individuals, organizations and communities.

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## **GOAL 3.1:** Increase mutually beneficial collaborations with tribal nations and partners

Montana State University works cooperatively with tribal governments, colleges, community groups and indigenous students to develop and achieve beneficial outcomes.

### **METRICS and ACTIONS**

1. Montana State University will build and maintain an inventory of current partnerships with tribal partners, and their mutually-defined intended outcomes, by 2020.
2. Montana State University will work closely with partners to develop a plan to improve and increase tribal partnerships with mutually-defined outcomes by 25% by 2024.
3. Montana State University will enhance partnerships with Montana tribal colleges to increase the number of graduates who enroll at MSU by 2024.
4. Montana State University will complete construction on the American Indian Hall by 2022.

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## **GOAL 3.2:** Grow mutually beneficial partnerships across Montana

Montana State University and its partners attain collaboratively defined outcomes that improve the lives and livelihoods of Montanans.

### **METRICS and ACTIONS**

1. Montana State University will build and maintain an inventory of current partnerships with state and local government, education, business and industry and non-profit organizations, and their mutually-defined intended outcomes, by 2020.
  2. Montana State University will develop a plan to improve and increase responsive partnerships with mutually-defined outcomes by 25% by 2024.
  3. Montana State University will develop and/or strengthen structures for Montana stakeholders to contribute to the research and engagement agenda of the university by 2020.
  4. New workforce and academic degree programs will be tailored to demonstrated state and regional needs with attention to national trends.
-

## GOAL 3.3: Foster a culture of collaboration, continuous improvement and individual growth

Montana State University and its students, faculty and staff engage in a reciprocal relationship that values each member and improves the university environment.

### METRICS and ACTIONS

1. Montana State University will improve and increase collaborations between curricular and co-curricular units to support student success.
2. Montana State University will increase the number of collaborative grant applications and awards with investigators across curricular, co-curricular, the Montana Agricultural Experiment Station, Extension and other units.
3. Montana State University will increase the average faculty and staff compensation to the representative peer market average by 2024.
4. Montana State University will increase faculty and staff participation in health and wellness, personal, management and professional development opportunities.
5. Montana State University will make and annually monitor progress on the 2017 MSU Diversity & Inclusion Framework.
6. Montana State University will develop a comprehensive sustainability plan by 2020 with measurement and annual progress reports to campus.

i High quality high impact practices include: First-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, global learning experiences, diversity experiences, service learning, community-engaged projects, internships and co-op experiences, capstone courses and projects (AAC&U, <https://www.aacu.org/leap/hips>).

#### ii The learning outcomes for Core 2.0 are:

Demonstrate critical thinking abilities; Prepare and deliver an effective oral presentation; Demonstrate analytical, critical, and creative thinking in written communication; Demonstrate themselves to be reflective writers; Show willingness to take risks in new writing situations; Collaborate with other writers; Demonstrate ability to read rhetorical situations; Demonstrate control of situation-appropriate conventions of writing; Integrate source material in their writing; Interpret and draw inferences from mathematical models such as formulas, graphs, diagrams or tables; Represent mathematical information numerically, symbolically and visually; Employ quantitative methods in symbolic systems such as, arithmetic, algebra or geometry to solve problems; An analytical and critical understanding of diversity within societies, nations and cultures; Knowledge of a language other than English and the culture(s) that speak(s) that language; An analytical and critical understanding of particular, traditionally marginalized, or less frequently studied societies, nations and/or cultures and an understanding of cultural difference in relation to those societies, nations and/or cultures; Explain how science contributes to analyzing complex problems in the contemporary world; Describe the scientific method, the kinds of questions asked by scientists and the methods used to explore those questions; Demonstrate critical thinking, writing and oral communication skills; Work effectively in small groups; Understanding of disciplinary methods, including the kinds of questions asked in the discipline and the methods that practitioners use to explore those questions; Demonstrate critical thinking skills within the field; Demonstrate communication skills; Locate relevant information from broad and diverse sources; Apply critical and creative thinking to synthesize information; Produce a scholarly product based on both existing information and student effort (e.g., analysis, synthesis, design, etc.); Demonstrate the ability to successfully collaborate as a member of a team (when applicable); Demonstrate an understanding of the responsible conduct of research.

#### iii NACE describes career competencies as:

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret and use knowledge, facts and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect and learn from diverse cultures, races, ages, genders, sexual orientations and religions. The individual demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.

# 2020 CENSUS: COLLEGE AND UNIVERSITY STUDENTS

A FEW MINUTES TO DEFINE WHO WE ARE AS A NATION

## FREQUENTLY ASKED QUESTIONS: KEY POINTS FOR COLLEGES

- **How are college/university students living on campus counted by the Census Bureau?** If you live in a dormitory, residence hall, sorority or fraternity house, you will be counted through the Group Quarters program. A representative from your facility will work with the Census to decide how to count residents.
- **How are students living in off-campus housing counted by the Census Bureau?** A 2020 Census notice will be delivered or mailed to your house or apartment in March 2020. All students living at the address are considered one household, so only one form should be completed that includes information about all the people living at that address.
- **How are students who live with parents or guardians counted by the Census Bureau?** If you commute to school and reside full-time at your parents' or guardians' household, you should be counted on your parents' or guardians' household form.
- **If I am a resident of another state going to college in Montana, where should I be counted?** You should fill out the Census as a resident of Montana since you are spending the majority of the year in the state. The Census count is used to allocate funding for services to the communities where the population resides.
- **What if I am an international student or not a U.S. citizen. Do I participate in the 2020 Census?** Yes. Everyone in the United States must be counted. This includes people of all ages, races, ethnic groups, citizens and noncitizens.
- **I will be studying abroad during the 2020 spring semester. How do I participate in the 2020 Census?** The 2020 Census is a count of everyone in the United States on April 1, 2020. If you are studying or living abroad at this time, you will not be counted in the 2020 Census.
- **How can I get involved with the 2020 Census?** There are numerous ways to get involved. Participate in on-campus activities, spread the word about the 2020 Census or pursue a temporary census job.
- **Are there temporary 2020 Census job opportunities?** The Census Bureau is hiring more than a million employees nationwide to help execute the 2020 Census. Thousands of temporary jobs, which are perfect for college students and educators, are available in Montana. Census jobs pay competitive wages based on current pay rates in your area. For information about census jobs, visit [2020censusjobs.gov](https://2020censusjobs.gov).

## COMPLETING THE 2020 CENSUS QUESTIONNAIRE: SIMPLE AND SAFE

- The 2020 Census questionnaire will ask only a few simple questions of each person. This simple, short questionnaire takes just a few minutes to complete.
- There are three ways to respond to the 2020 Census: online, by phone, and by mail.
- The Census Bureau does not release or share information that identifies individual respondents or their household entities with anyone, including other federal agencies and law enforcement. Census Bureau employees take an oath of nondisclosure and are sworn for life to protect the confidentiality of the data. The penalty for unlawful disclosure is a fine of up to \$250,000 or imprisonment of up to five years, or both

# 2020 CENSUS: COLLEGE AND UNIVERSITY STUDENTS

A FEW MINUTES TO DEFINE WHO WE ARE AS A NATION

In 2020, the U.S. Census will define who we are as a nation. This simple form, that can be filled out in 10 minutes, affects billions in federal funding, provides critical data, and determines political representation. College students and faculty use census information for multiple purposes. Census data affects funding for college tuition, grant, and loan programs. Census data is critical for student and faculty reports, research, and statistical profiles. It helps understand where the next generation of workers is coming from, which will influence college degrees and programs, and guide students in their career choices. Achieving a complete and accurate 2020 Census shapes the future of students, campuses, educators, and communities. **You can make a difference.**

## THE CENSUS: A SNAPSHOT FOR MONTANA

- The U.S. Constitution requires a national census once every 10 years. The Census is a count of everyone residing in the United States: in all 50 states, Washington, D.C., and the U.S territories
- It is estimated that for every Montana resident we count, the state will receive \$20,000 back in federal funds over the next decade. Montana is spending just \$0.09 per resident on promotion, so it is critical that our partners spread the word for the state to receive its fair share.
- Every year, more than \$675 billion in federal funds are awarded to states and communities annually based on census data. Montana receives more than \$2 billion every year in federal funding that is allocated to our state based on census data.
- The 2020 Census will create hundreds of thousands of temporary jobs across the nation. Thousands of Montanans workers will be hired to conduct the Census.
- Census data affect your voice in Congress by determining how many seats each state will have in the U.S. House of Representatives. Projections show Montana could gain a U.S. House Representative in Congress with an accurate count.

## EXAMPLES OF ANNUAL FEDERAL FUNDING FOR MONTANA HIGHER EDUCATION BASED ON CENSUS DATA

Programs for Campuses & Students	Agency	MT FY16 Allocation
Federal Direct Student Loans	ED	\$213,883,457
Pell Grants	ED	\$10,640,020
HOME programs	HUD	\$7,320,575
Career & Technical Education	ED	\$5,165,733
Cooperative Extension Services	USDA	\$5,173,200
WOA Dislocated Worker Grants	DLI	\$1,681,408

Good afternoon ladies and gentlemen of the board.

My name is Alessandra Miller and I am a Cell Biology and Neuroscience student at Montana State University. I would like to address the Board of Regents concerning the merger of Cell Biology and Neuroscience into the department of Microbiology and Immunology that took place this summer. First, allow me to clarify myself; I am not here to contest the merger nor beseech the Board of Regents to reverse the merger. I am not here to speak on behalf of faculty nor the department of Microbiology and Immunology. I stand before you today to address the failures of the Montana State University administration to uphold promises made to Cell Biology and Neuroscience students regarding the merger.

On May 15th, 2019, this summer, students in the department of Cell Biology and Neuroscience, including myself, received an email from the administration. This email informed us of the merger of Cell Biology and Neuroscience into the department of Microbiology and Immunology that would take place effective immediately. The email from the administration stated that the merger would quote "enhance" student's experience. They promised that our courses would be continued, research opportunities increase, that our degree would quote "remain part of the College of Letters and Science", and finally that the merger would strengthen and stabilize our degree. As a student, I have experienced the realization of none of these promises.

Firstly, to address that statement of continued courses. The administration ensured us that the courses we had taken, would plan to take, and quote "wish to take" would remain available. In addition, President Cruzado publicly announced May 1st that we students could quote "have confidence that the courses and the quality experiences that [we] have come to expect will remain intact". However despite the assurance of the administration and President Cruzado, as of next semester, three courses will not be offered due to the loss of professors of these classes and no faculty to replace them. One of these courses is a Genetics Lab that is an important part of the Genetic minor offered for the degree. Another class not offered next semester is Global Health and Disparities, a core class and prerequisite for the continuation of the Global Health minor. I have been pursuing this minor but now find myself unable to continue my minor despite the administration promising that I would be able to continue in this direction. As of right now, the Cell Biology and Neuroscience minors are in jeopardy. How is this enhancing my experience as a student if I can not complete my minor that I am paying for? Furthermore, the administration has failed to communicate to the students directly impacted by these courses

whether or not they plan to hire more faculty or even if there is more faculty so that these classes may be offered in the future.

Second, the administration promised an increase in quote "opportunities for undergraduate research." Since the merger, no new opportunities have emerged. No lab has opened up and yet the number of students in Cell Biology and Neuroscience has grown with no new labs to support them. And even if there was this supposed increase in research opportunities, the administration has not communicated that to students. The administration again has failed in providing the resources they promised to current and new students.

Third, the administration stated that students within the Cell Biology and Neuroscience degree would quote "remain part of the College of Letters and Science". Despite this promise, the Department of Microbiology and Immunology along with Cell Biology and Neuroscience were moved to the College of Agriculture. President Cruzado confirmed this in September of this year when asked about the Department of Microbiology and Immunology along with Cell Biology and Neuroscience being moved into the College of Agriculture. I am a premed student. I am now concerned with how my application will look to medical schools when they see that I have earned a degree from a department that no longer exists and a degree that is associated with the College of Agriculture and not the College of Letters and Science.

Lastly, the administration stated, and I quote, "by placing Cell Biology and Neuroscience into a larger department, the program will be strengthened, giving it greater stability". The program has neither been strengthened nor stabilized. The loss of faculty and their classes in addition to the lack of action by the administration to replace the necessary faculty to maintain the Cell Biology and Neuroscience degree is not strengthening it. The constant changes the administration has caused in less than six months has not stabilized degree. How can a degree be strengthened and stabilized when the administration does not provide the resources it needs and continuously makes changes in short periods of time?

As a student, I am astounded that the administration presents the merger as being successful and is still advertising it as such to incoming students when the degree and its students are clearly suffering. So, I address you, the Board of Regents, a body that is supposed to act on behalf of and for the students of the Montana University System, students like me, to hold the administration of Montana State University accountable to the promises they made to Cell Biology and Neuroscience students. The administration is not supporting the degree as it

claimed it would, thus, I ask you to ensure that my degree is supported. The degree needs resources, specifically Cell Biology and Neuroscience qualified faculty so that classes and research can be restored and the degree continued. If these resources are not provided and the trend of this administration's decisions continued, the degree along with its students, students under your supervision, will suffer. If no action is taken, students like me will have to seek our education elsewhere at other programs at other universities. Thank you.

Anne Parker  
Montana State University - Bozeman  
anneparker1996@gmail.com

21st November 2020

Montana University System Board of Regents  
560 N. Park Ave.  
PO Box 203201  
Helena, MT 59620

Dear Board of Regents,

My name is Anne Parker, and I am a current ASMSU Senator here at MSU Bozeman, representing the College of Letters and Science, and a senior in Cell Biology and Neuroscience and Biochemistry. I want to first say that I am writing on my own volition, acting on my own desire to protect the integrity of neuroscience education here at Montana State, and no one else's.

I was approached by MSU student body VP Sophia Elias last week about providing some actionable suggestions to Regent Miller as to how the CBN concern can be represented at this Board of Regents meeting. First let me express my gratitude to Regent Miller that he would even ask, before I dive into how I think the CBN/MBI merger could be supported going forward. Throughout the process of this tense matter last year, we as students felt that our voices were stifled, silenced and swept under the rug - that Regent Miller would even ask how he can support us feels like progress, and we are very appreciative.

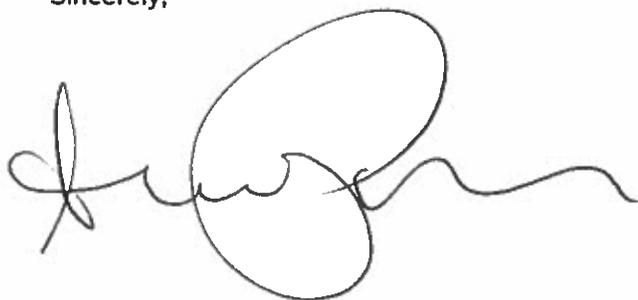
I would like to begin by saying that we support the merger going forward. If it were to fall apart, the CBN program now lacks the infrastructure to survive independently of the Microbiology and Immunology Department, due to the number of faculty that retired or are on leave. On a more positive note, it provides a promising opportunity for more interdisciplinary study and research, and more overlap in curriculum from across the realm of cell and molecular biology and microbiology. A new upper division course, Neuroimmunology, being offered for the first time this coming Spring, is a good testament to that. Further, CBN students appreciate so much the support and warm welcome we've received from the MBI department thus far.

However, moving forward, the program on the whole needs more support. Students are concerned and frustrated about the future of their studies, and feel that the rigor and richness of the CBN program has slipped as a result of faculty departures. We were promised that the curriculum would remain strong and intact, and yet, four upper division classes, Cognitive Neuroscience, Human Pathophysiology, Gene Expression, and Global Diseases and Health, are no longer being offered, classes that many of my classmates looked forward to taking for their entire college careers. Further, Global Diseases and Health is a required class for the popular Global Health minor. Many other classes are being taught by MBI faculty, and though they have the requisite expertise to teach those classes, it certainly puts additional stress on a program that

was already stretched thin with existing teaching and research obligations. Similarly, research opportunities in the field of neuroscience specifically have been gutted; students interested in neuroscience research are being turned away from remaining labs, as they're now at max capacity. These issues can be ameliorated, however, and we are hopeful for the future. To replace some of the faculty that left, and to supplement the faculty from MBI, tenure track professors that can teach upper division neuroscience classes with expertise and precision are desperately needed. Dr. Mark Jutila, the department head of Microbiology and Immunology, made requests for two neuroscience hires, but so far has been denied. The process of hiring new tenure track faculty is a long one, so in the interim, hiring of non-tenure track, adjunct faculty could help close the gaps in curriculum, but with a caveat: these professionals' time and expertise is valuable and must be treated as such. Global Health and Diseases had been taught previously by a practicing physician with irreplaceable experience in the field of Global Health, but left to pursue other opportunities when she was offered a pay cut this fall. Similarly, Dr. Jutila has expressed to me that he'd be thrilled to take advantage of the teaching expertise of many experts, clinicians and practicing physicians, across biomedical fields, including neuroscience, here in the Gallatin Valley, some of whom teach up at the hospital in the WWAMI medical program, and if MSU was willing to pay adjunct faculty on a sliding scale relative to their qualifications and "market value" their expertise could be utilized here at Montana State as well. A policy like this could benefit this school and the university system in its entirety, from Engineering to Architecture to Business, by allowing us to tap into the expertise of industry professionals across disciplines.

To conclude, we support the merger and want desperately to move forward, but with confidence that the integrity of our program will be protected and supported into the future. Thank you so very much for your time and consideration today, and again, it is so appreciated by me and among my peers.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anne Parker', with a large, stylized loop in the middle.

**Anne Parker (she/her/hers)**

*Montana State University*

Cell Biology & Neuroscience | Biochemistry

ASMSU Senator, College of Letters and Science

I graduated last spring with a degree in Cell Biology and Neuroscience from Montana State. I was unable to stay and speak today, because I had other obligations, but there are a few things I would like to say. I may have graduated, but I have friends who are still CBN students. It makes me sad when they ask me for course recommendations and I cannot recommend some of the courses I took, because the professors are no longer teaching, or the course may not be being offered. I was very glad to hear this issue will be resolved one way or another tomorrow. I hope that you are able to help CBN grow strong again so my friends can have the same great experiences I did. Thank you for your time.

Sincerely,

Britney Gibbs

Colin King

Board of Regents Address

11/21/2019

Ladies and gentlemen of the board,

My name is Colin King. I am a senior Cell Biology and Neuroscience student at Montana State University. Six months ago, I stood before you with my peers, pleading that you take action to support our major. We warned you that we feared and expected a decrease in the quality of our education and career prospects in the face of the proposed hasty merger of our department with Microbiology and Immunology. We described a widespread concern in our department over the lack of administrative support we were experiencing. We stood before you, worried. We feared that, again, our voices would be ignored. Today I am again joined by my peers, pleading that you take action.

It has since been six months. Looking back, our warnings and fears have been realized. The perceived lack of administrative support appeared to many of our faculty as being a hostile work environment, causing half of our tenure track faculty to retire, take leave, or find employment elsewhere. We warned that this merger would degrade the value of an education in Cell Biology and Neuroscience. As you will hear from several of my peers, we were right. Several CBN classes have already been cancelled. It would be more had professors from other departments not taken up the mantle. Some of these replacements

are doing a decent job. Some are unqualified, ill-suited or simply unprepared for the positions they have assumed. It is indisputable that the quality of our education has suffered.

In response to the petition organized by myself and my peers in April, President Cruzado said that "if they knew all these processes, they will concede," regarding the rejection of our request for increased resources to allow for a successful department, and a successful merger. I was not alone in being targeted publicly and being declared ignorant. Nearly 600 of my peers stood with me. It may be true that I do not understand the entire picture. Had the administration clearly communicated the reasoning and planning in support of their decision, that would not be so. What I do understand is that for something as large and complex as a departmental merger to succeed, adequate time and resources must be allocated, especially considering the number of affected students, faculty, and research grants within both departments. I believed then that this merger was poorly thought out and rushed. Indeed, not only rushed but forced. This now seems clear. The lack of forethought and planning resulted in a policy-breaking merger lacking the approval of a Level Two Proposal. Recently, Provost Mokwa was quoted saying "I am very focused on looking to the future," regarding his rationale behind the merger. If this were true, he would have followed the appropriate protocols, submitted the appropriate proposals for approval, and made certain that the faculty assigned to take over courses lacking professors would be personally and academically qualified to do so before announcing that CBN and MBI were merged. Six months later, we are only now learning that we are not

officially merged, contrary to what we were told in May when the administration informed us of the CBN and MBI merger.

There has been turmoil and anguish as we scramble to pick up the pieces of our educations and career trajectories. We, the students, feel that we are undervalued in the eyes of the administration. We fear that our needs will again be ignored.

I am speaking today in the hopes that this time I will be heard. I understand that the potential exists for students to benefit from this merger. Unfortunately, the way this merger has been conducted does not promote the success of either department. Every individual from either department who has spoken up, faculty or otherwise, has stated the necessity of additional support and resources from the administration.

I am not proposing that this merger be reversed. What I am proposing is that, first of all, the administration be taken to task for the careless way this merger has been accomplished and that the administration be firmly instructed to rapidly mitigate the damage that has been done to the students in CBN. Then, the process by which the merger took place should be carefully and critically analyzed in hopes that Montana State University, and the Montana University System as a whole, can avoid going through such a damaging and poorly structured process again. Furthermore, I think that the records of those responsible for this upheaval should reflect that responsibility. Finally, I am proposing an amendment to the budget neutrality of the level II proposal and requesting that it be changed to include

assurance that the merger will be given the resources needed to ensure success. This must put the highest priority on filling empty faculty positions with qualified professors, and on replacing those current instructors who, as a result of unfamiliarity with the material they are teaching or inadequate teaching competence, are degrading our educations. Our voices were not heard six months ago. Please listen to them now. We are the students of the Montana University System. As is your duty, please support us now.

**BOR Public Comment-November 21, 2019**  
**Steve Stowers, MSU associate professor**

My name is Steve Stowers. I am an associate professor at Montana State University. I want to preface my statement by saying I am in favor of the CBN/Micro merger. While my statement raises serious concerns about the process by which we got to this point, it should not be misinterpreted as opposing the merger.

Shared governance establishes the foundation for the effective functioning of a university and depends on trust and cooperation between the faculty and the administration. Ideally, shared governance involves the putting forth of thoughts and ideas by both groups, joint discussion and debate of the merits of those thoughts and ideas, and charting the best path forward based on a group decision. What I hope can be learned from my statement today are the perils of the abandonment of shared governance using the events surrounding the Cell Biology and Neuroscience Department at MSU over the past year as a case study.

Almost exactly one year ago MSU Provost Robert Mokwa presented a plan to then CBN Dept head Roger Bradley to radically transform the CBN Dept into a School of Human Biology. Provost Mokwa's proposed plan would essentially turn CBN into a pre-med factory and convert the research-intensive department into a service department focused almost exclusively on teaching. The Provost's plan was developed entirely by the administration with no input by CBN faculty and is an example of faulty decision-making driven by top-down governance. Not surprisingly, CBN faculty, led by Roger Bradley, resisted this plan that would do irreparable damage to the CBN department.

For exercising his freedom of speech and expressing a contrary viewpoint, Provost Mokwa allowed Roger Bradley to be removed as dept head and replaced, not with a member of the CBN department qualified to lead it, but rather with a member of the administration whose academic background is in Roman history. By disallowing another member of the CBN dept to serve as dept head, Provost Mokwa denied the CBN faculty a role in the governance of their department. Provost Mokwa never again allowed the CBN dept to have one of their own as dept head.

In late April a student-initiated petition was delivered to Provost Mokwa signed by over 500 students, including over 70% of the ~300 CBN undergraduate majors. This petition essentially requested that the resources Provost Mokwa had withdrawn from the CBN department in recent years, mainly by declining to replace tenure-track CBN faculty who left, be restored so the CBN department could continue to deliver the high-quality education it has long been known for providing.

Two weeks later, once the majority of CBN students had left campus for summer break, Provost Mokwa dismissed the concerns raised by those 500 MSU students by announcing his decision to dissolve the CBN department and merge it into the Microbiology and Immunology department. Neither CBN nor MBI faculty were given an opportunity to express their views as

to the pros and cons of the merger. It was forced upon both departments and had to be implemented immediately in the absence of any prior planning or organization.

Provost Mokwa's message to both students and faculty could not have been clearer. His **governance of Montana State University is based on fear and intimidation, not trust and cooperation.** In addition to punishing CBN students and faculty for daring to express an opposing viewpoint, Provost Mokwa's actions also have the chilling effect of suppressing student and faculty voices in other departments, effectively sending the message that if they express any thoughts or ideas contrary to that of the Administration they will face similarly dire consequences. In this way Provost Mokwa has effectively quashed shared governance at Montana State University in favor of unilateral decision-making by himself alone, i.e., autocratic governance.

If your intuition tells you eliminating an entire department from MSU should not depend on the judgement of a single individual, your intuition would be correct. Montana University System Board of Regents Policy 218 IA.1 states:

"The following matters REQUIRE review and approval by the board of regents before they can be announced and implemented: formation, elimination, or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory or similar unit".

There is thus a required process codified into the board of regents policy that must be followed for department consolidation. The reason the CBN/MBI merger approval is on today's agenda is that Provost Mokwa did not obtain the required approval from the board of regents six months ago before he implemented the merger, thereby abusing the power of his office. **By blatantly violating BOR policy, Provost Mokwa usurped the power conferred by the state to the board of regents and illicitly appointed himself judge, jury, and executioner of the Department of Cell Biology and Neuroscience, in so doing denying due process to all the negatively impacted stakeholders.** Ramming through approval of the merger here today ex post facto does not remedy the damage already done by the earlier denial of due process.

The subject line of Provost Mokwa's email to faculty announcing his decision to dissolve the CBN department was "Important changes to strengthen Cell Biology and Neuroscience". Provost Mokwa's approach for strengthening the discipline of Cell Biology and Neuroscience was to dissolve the Cell Biology and Neuroscience department. This strategy defies all logic and common sense. In addition to the faulty reasoning underlying this approach, CBN faculty were also surprised by Provost's Mokwa's merger announcement because we had been working in good faith with the administration throughout the Spring semester. This included developing a Five-Year Neuroscience Doctoral Plan to address the weaknesses of the CBN graduate program identified in the Doctoral Program Prioritization report that the Provost keeps citing as his justification for the merger. In February, three months before the merger, the Provost signed the plan, thereby agreeing it was sufficient to address the weaknesses of the CBN graduate program. CBN faculty followed the plan to the letter during the intervening three months including admitting three new doctoral students and submitting proposals for two new

graduate courses. Simply moving the CBN faculty to another department in no way addressed the concerns Provost Mokwa used earlier to justify the merger. It is also unexplained why the other three departments classified as “Needs Improvement” in the Doctoral Program Prioritization report were allowed to address their weaknesses with a written plan instead of facing dissolution or merger. For some non-transparent reason, **CBN was singled out for punishment by Provost Mokwa.**

Now that we are six months post-merger we can actually ask whether or not the merger succeeded in strengthening the Cell Biology and Neuroscience program. The most striking consequence of Provost Mokwa’s unapproved merger was the almost immediate loss of half the CBN tenure-track faculty, who either resigned their tenure or went on leave and are therefore no longer contributing to the education of CBN students. These losses include Roger Bradley, Steve Eiger, Charles Gray, Thomas Hughes, and Rene Reijo Pera. It is naïve to believe that these losses are unrelated to the denial of shared governance these faculty experienced in the months preceding the merger decision.

Let’s assess the current state of the CBN graduate and undergraduate programs separately starting with the graduate program. As a consequence of losing half the CBN faculty, the CBN doctoral program is now effectively in moratorium because the expertise necessary to educate graduate students across the various fundamental areas of neuroscience no longer exists at MSU. Enrollment in the neuroscience doctoral program will thus be decreasing for the foreseeable future. The reduced size of the CBN faculty also makes the Neuroscience doctoral program less competitive for recruiting doctoral students and the CBN faculty less competitive for grant funding. By all objective measures, **the Neuroscience doctoral program has been substantially weakened by the unplanned and unapproved merger.**

Prior to the merger, the administration actually had praise for the CBN undergraduate program. CBN undergraduates won numerous prestigious awards within the previous five years including two Goldwater scholarships, two Truman scholarships, and there were two Rhodes scholarship finalists. CBN had the highest medical school acceptance rate of any department at MSU, 20% above the national average, and boasted the highest retention rate in the College of Letters and Science at 93%. Due to the faculty losses since the merger, there has been a substantial reduction in both the quality and breadth of undergraduate CBN course offerings. For the current semester, it was necessary to make five last-minute instructor substitutions to cover all CBN courses. In some cases, substitute instructors have no training in Neuroscience.

To give just one specific example, for the foundational course Integrated Physiology BIOH 185 with an enrollment of over 200 students, the current instructor has a PhD in anthropology but no formal training in physiology. The use of instructors without formal training in the discipline in which they are providing instruction is a common practice at community colleges but makes MSU an exception in this regard among R1 research universities. Integrative Physiology is the key foundational course for the entire CBN major. Without a strong grounding in physiology, CBN students will not be able to master the material in upper level CBN courses and hence be less competitive for medical and dental school.

For the upcoming Spring 2020 semester, at least four CBN courses have been cancelled and two additional courses are currently without assigned instructors. In his email announcing the dissolution of the CBN department, Provost Mokwa promised: “there are no changes occurring or planned in the curriculum or course offerings for the undergraduate Cell Biology and Neuroscience academic program. It is a high-quality program that will continue for current and for future students.” Provost Mokwa has broken his promise to CBN students.

The loss of half the CBN faculty has also resulted in a commensurate reduction in available neuroscience research opportunities for CBN undergraduates as there are currently only five CBN research labs (all at full capacity) available to provide critical hands-on research opportunities for more than 300 CBN undergraduate majors. Because labs are all at capacity, faculty are in the lamentable position of turning away students seeking neuroscience research experience. This will negatively impact their ability to achieve their career goals. **The CBN undergraduate program wasn't broken before Provost Mokwa's merger decision, but it is broken now.**

Despite the loss of five CBN faculty over the summer, in addition to the two unfilled faculty lines from previous years, Provost Mokwa has denied all requests to initiate searches for replacement CBN TT faculty. His decision not to replace lost CBN faculty is in effect a massive withdrawal of resources from CBN. With no CBN faculty searches occurring this academic year, there will be no new CBN faculty next academic year, and the best that can be hoped for is to maintain the status quo. In the meantime, any additional CBN faculty losses will result in additional CBN course cancellations or instructor substitutions.

As the chief academic officer of Montana State University, **Provost Mokwa has demonstrated a failure of leadership with respect to both judgement and to the ethical standards expected for an officeholder of his stature.** Provost Mokwa's hubris has resulted in the tragedy now being realized by CBN majors that their future careers are in jeopardy because they are being deprived of the expected high-quality education that inspired them to matriculate at MSU and has been a springboard for launching successful biomedical careers for 15 years.

There are two simple lessons that can be drawn from Provost Mokwa's abandonment of shared governance in his handling of the CBN department over the past year. The first lesson is faculty have a limited tolerance for being denied shared governance. At some point they simply walk away. The second lesson is decision-making based on the collective wisdom and diverse perspectives of a group is superior to unilateral decision-making by a single individual. If the Provost had sought and assimilated input from CBN and MBI faculty prior to announcing and implementing the merger, the outcome would have been far better for both students and faculty. I hope other MUS administrators hearing this will take these lessons to heart and won't have to learn them through first-hand experience.

Board of Regents Call to Action  
5 minutes

Hello, my name is Emma Folkerts and I am a senior combining political science, economics, and sociology in the Directed Interdisciplinary Degree Program. First, I would like to thank you for your time. I'm sure it's been a long day and I appreciate the time you give students and community members to voice their thoughts and concerns during this public comment time.

I pursue a career in human rights. I am the Director of The HEART Initiative, which is a student organization that works to raise awareness and combat human trafficking in Montana and beyond. Human trafficking is exploitation for sex, labor, or organs through force, fraud, or coercion.

I am here today to raise awareness and take action to address exploitation likely occurring in Montana State University's supply chains. Individual consumers, the United States government, corporations like Patagonia, and universities, face the risk of funding violations of human rights via the goods and services we use on a daily basis.

My senior thesis addresses exploitation in MSU's supply chains, and through partnerships with The HEART Initiative, MSU Procurement Services, and interviews with many stakeholders on and off campus, I am identifying opportunities for more ethical procurement practices.

Harvard and the University of Michigan have recently funded reports examining their supply chains. They identify food, electronics, and clothing as major risk sectors for exploitation. Child labor, forced labor, human trafficking, child soldiers, withholding of wages, inability to unionize, harassment, document confiscation, excessive hours, unsafe working conditions, and other violations of international labor standards are known to exist at some point in the exceedingly complex global supply chains of universities.

The cost does not end at human exploitation. Environmental costs include deforestation, air and water pollution, chemical waste, extractive and pollutive mineral mining, and overall, production contributes to climate change. Harvard and the University of Michigan recognize exploitation is likely and are acting to ensure they are operating by their values. Even more, reports document abuses such as these happening even in the highly regulated supply chains of the US government. Clearly, MSU, too, faces a real risk of funding violations of human rights.

In addition to teaching students in the classroom to lead ethically, universities must also respect ethical principles in the way they operate. Universities like MSU are thought leading institutions and have a responsibility to create research that benefits humanity and furthers human rights. The benefits and work do not end at MSU: by extension, MSU has the potential to lead impact across university procurement practices. As a land grant university, we teach, we lead, and we extend the benefits of education to change the world for the better. *This* is what we do.

The goal of my senior thesis and this campaign is to establish a research position on ethical procurement at the university or in the state government, draft and pass an executive order, and join a budding network of universities to lead in the efforts.

MSU has a responsibility to ensure we do not contribute to exploitation and violence. We must operate according to our values. In your packet is a handout summarizing the issue and our goals, as well as my contact information. I encourage you to check it out and I would love to connect with you and explore pathways moving forward.

I want to leave you with one more thought before I go, said by Stephen Gould. It states:

“I am, somehow, less interested in the weight and convolutions of Einstein’s brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops.”

I look forward to hearing from you soon, and thank you again for your time.

**Long-Term Objective:** Eliminate the risk of funding **violations of human and labor rights**, such as human trafficking, in MSU’s supply chains.

**Meeting Goal:** Educate Board of Regents on the risks of funding violations of human rights through procurement practices and propose 2-3 paths forward in a partnership.

**Overview: Human and Labor Rights Risks in Procurement**

Universities are at a critical moment where they can choose to proactively practice in their own business practices the values they instill in their students as they train them to be global citizens. In addition to **teaching** students in the classroom to lead ethically, universities must also respect ethical principles in the way they operate. Universities are thought leading institutions and have a responsibility to **create research** that benefits humanity and furthers human rights. The benefits and work does not end at MSU: by **extension**, MSU has the potential to lead impact across university procurement practices as a land grant university.

Currently, universities such as MSU are sourcing goods that have a high risk of exploitation in their largest spend categories. Some examples include:

Spend Category	Overview of Prevalent Labor Violations
Food	<ul style="list-style-type: none"> <li>● Thailand Shrimp Production: The world’s largest prawn farmer located in Thailand purchases its shrimp from fishermen using boats manned by slaves (<i>Hodal et al., 2014</i>).</li> <li>● The Department of Justice has prosecuted 7 farm labor servitude cases in Florida since 1997, involving people who operated labor camps, sometimes with hundreds of workers. People were controlled through threats of violence or actual violence (<i>CIW, n.d.</i>).</li> </ul>
Electronics	<ul style="list-style-type: none"> <li>● Labor violations occur in the mining of minerals and during the manufacturing of products. Malaysia’s electronic manufacturing industry is reliant on foreign workers, and 33% of these foreign workers were in conditions of forced labor. Employers confiscated 94% of worker passports (<i>Verité, 2014</i>).</li> <li>● Conflict minerals are mined in war torn regions in central Africa and sold by local warlords to finance domestic terrorist organizations (<i>Gettleman, 2013</i>).</li> </ul>

**We have a responsibility to ensure we do not contribute to exploitation and violence.**



In April of 2016, the **University of Michigan's President's Advisory Committee on Labor Standards and Human Rights** demonstrated that these human rights violations are likely prevalent in *most* high spend categories for most universities (see below) – making it hard to ignore that MSU would be in a similar position and in urgent need for action.

Exhibit 2: Human rights challenges, UM supplier examples in high spend categories <sup>18 19 20 21 22 23 24 25 26 27 28</sup>

SPEND CATEGORY		UM SPEND (% FY15)	% TOP 10 SUPPLIERS W/ HR CODE	SUPPLIER	SUPPLIER SPEND FY15	SUPPLIER HUMAN RIGHTS CHALLENGE	
	MEDICAL: Pharmaceuticals Medical Devices	\$600M (16%)	67%		\$17M	Accused of facilitating female feticide in India with distribution of low cost ultrasound product	
	CONSTRUCTION: Engineering Contracting	\$410M (11%)	0%		\$17M	Accused of not providing protective gear to workers in WTC cleanup (Class Action Lawsuit)	
	FINANCIAL: Tax Preparation Banking	\$233M (6%)	43%		\$1M	Funded coal mine in Indonesia that contributed to water pollution & land loss for locals	
	LABORATORY: Supplies Chemicals	\$157M (4%)	80%		\$3.4M	Partner in Honduran dam project amid significant opposition; local activist killed in March 2016	
	TRAVEL: Airlines Hotels	\$121 (3%)	33%		\$4M	In renovation of Boston Marriott contractors paid workers half minimum wage without overtime	
	IT HARDWARE: Computers Printers	\$93M (2%)	70%		\$14M	Supplier factory used student forced labor and excessive work hours in violation of Chinese regulations	

Source: A Strategic Vision for Leading in Socially Responsible Procurement Practices Summary Report University of Michigan President's Advisory Committee on Labor Standards and Human Rights April 22, 2016, p. 6.

### Current Initiatives at MSU

- Partnering with Supply Chain Analytics course (Fall 2019)
- Awareness and education campaign via presentations and events (Fall 2019)
- Awarded Undergraduate Scholars Program Grant funding to examine exploitation in MSU's supply chains (Fall 2019)
  - Conducting interviews with procurement officials and stakeholders

### Next Steps to Prioritize

- Establish research position funded by the university (launch for Fall 2020 under the guidance of the Director of Procurement)
- Policy Creation for MSU Procurement Codes (Fall 2019 – Spring 2020)
- Join network of universities (2019/2020 under guidance of the Director of Procurement)
- Executive Order with Governor Bullock

### Further Involvement

- Contact us about a presentation
- Connect us with all important university stakeholders we should engage
- Provide your ideas and input!

Contact us or learn more at [theheartinitiative.wordpress.com](http://theheartinitiative.wordpress.com) or [theheartinitiative406@gmail.com](mailto:theheartinitiative406@gmail.com).



November 21, 2019

Commissioner Christian and Regents,

My name is James Mazer and until last May, I was an Associate Professor of Cell Biology and Neuroscience at MSU. And today I stand before you as a member of the MSU's Department of Microbiology and Immunology. I have been "doing" Neuroscience research for more than 30 years, at 5 different R1 universities. Before moving my lab to MSU in 2016, I spent 12 years on the faculty of the Yale School of Medicine, where I ran a Neuroscience research lab and trained undergraduate, graduate and medical students in the Neurosciences and rose to the level of Associate Professor. In 2016, after careful consideration of both the strengths and weaknesses of MSU's Neuroscience program, I made the difficult decision to leave Yale and join the CBN department at MSU. That decision was driven in large part by the tight-knit community of faculty and students (both graduate and undergraduate) working effectively together as a team and the excitement for Neuroscience I saw among the CBN students I met when I first visited this campus in 2015.

Last week when I first read the Level II proposal under discussion today, a proposal developed without input from CBN or MBI faculty or students, I was shocked to learn that the Provost's decision to eliminate my new home as a free-standing academic department was based solely on the results of MSU's 2018 Doctoral Prioritization Report. A report faculty were repeatedly told would be used only to help units improve and not to punish or eliminate programs at MSU. The report drew attention to the small size of CBN's Doctoral program compared to other MSU doctoral programs, but failed to note that the size of MSU's program was actually comparable to other US Neuroscience programs with similar sized faculty and that students in the program were almost 100% funded by external research grants, costing tax payers virtually nothing.

The report's findings came as no surprise to me last Fall - in fact, one the things that brought me to MSU in 2016 was the opportunity to help grow a small, but effective doctoral program, into something more sustainable and potentially more interdisciplinary. In fact, I discussed this very matter with both CLS Dean Nicol Rae and then Vice President for Research and Development, Dr. Reijo-Pera, during my first visit to campus and was pleased to find them very enthusiastic and happy to support my efforts in this direction.

After the report was released, my CBN colleagues and I worked closely with Dean Rae and then Graduate School Dean Ron Larsen to address the Administration's concerns, primarily the overall size of the program. Between December 2018 and February 2019, we worked together to develop a detailed plan to increase both enrollment in the Neuroscience Doctoral program and the number of graduate-level course offerings over the next 5 years, directly addressing Provost Mokwa's stated concerns. On February 19, 2019, Provost Mokwa, Deans Rae and Larsen and representatives of the CBN department signed the new plan into effect. CBN faculty and the Deans were excited to move forward with the plan and, with the encouragement of both Deans and Provost Mokwa, CBN immediately accepted three new doctoral students into

the updated Neuroscience program. I have attached a signed copy of that plan to my statement for your convenience.

So, imagine my surprise, first, when three months later when Associate Dean David Cherry informed my colleagues and I that Provost Mokwa had dissolved the CBN Department into the Microbiology and Immunology Department, without consulting with any members of either department -- including the MBI department head, Dr. Mark Jutila. And then I was surprised once more last week when I learned that the Provost's nominal justification for the merger, as stated in the Level II proposal being voted on this week, was the Neuroscience Doctoral program's small size and lack of growth as noted in the original prioritization report, issues I had been led to believe were fully address by the plan signed by Provost Mokwa in February and were actually being implementated

As I have indicated, today I stand before you as a member of the new, merged Microbiology and Immunology Department, a diverse biomedical department that includes microbiologists, immunologists, virologists, cell biologists, and neuroscientists. A department now responsible for teaching more than 800 MSU undergraduates annually and for providing cutting-edge research opportunities for those students both in the lab and around the world.

Although you will vote tomorrow on whether or not to approve the CBN-MBI merger, for the remaining 5 CBN professors, the original 19 MBI faculty, the 300 CBN majors and more than 400 MBI majors and the rest of the university, this merger happened six months ago. Make no mistake - over the past 6 months, the faculty of both departments have come together to address the critical problems caused by the Provost's unplanned and prematurely announced merger.

Moreover, CBN and MBI faculty, myself included, recognize the potential for synergy in the merged department and possibilities for new research and training opportunities for our students. In short, despite what some might think or say, CBN and MBI faculty are excited about the opportunities this merger could bring. But it's not all roses.

CBN faculty are still stinging from defamatory comments made by Provost Mokwa to our students and colleagues that falsely accused us of malingering and not providing effective training for our students in May. And we are unhappy and concerned about the unfair and dismissive treatment our majors, MSU's actual customers, received last spring by the Provost and President Cruzado when they respectfully expressed their concerns about the future of their major. Both CBN and MBI faculty remain concerned about the lack of transparency and process violations on the part of Provost Mokwa in announcing and implementing the merger without prior BOR approval. And we remain concerned about an apparent lack of commitment by the MSU Administration to ensuring the future success of the newly formed unit.

The bottom line is that at the start of May 2019, the CBN dept had 10 tenure track faculty members, all teaching CBN students. In the direct aftermath of Provost Mokwa's forced-merger announcement, three tenure-track CBN faculty resigned their positions and two went on

unpaid leave, effective immediately. Despite efforts to hide these departures behind a veil of "personnel matters" - the fact is that by the start of the Fall 2019 semester, there were only 5 CBN faculty left to teach more than 300 students. The only thing that prevented wholesale disaster this Fall, was the efforts of MBI faculty, several of whom, including Dr. Jutila himself, stepped into the breach to teach courses left without instructors due to the chaotic nature of the merger.

**However, the current situation is not sustainable.** While we have managed to hold things together for the Fall semester, three weeks ago, CBN students registering for Spring classes learned that an additional four CBN courses had to be canceled due to a shortage of qualified faculty to teach them. And the remaining CBN courses are almost completely subscribed. While it looks like all students will still be able to graduate this Spring, it's not at all clear what will happen next year.

It is important to note that the Level II proposal and the Provost's emails indicate that students will not be negatively impacted by the merger, but the facts are simple: as a result of the sudden, unexpected merger, the MBI department acquired an additional 300+ students and only 5 additional faculty to both teach the necessary courses and provide the hands-on research opportunities students come to MSU for. Before the merger, MBI faculty served about 500 students with 19 faculty, the newly merged department is now serving more than 800 students with only 24 faculty. The department has gone from a student-faculty ratio of around 26 to closer to 33, almost twice MSU's target of 17. And I'm talking only about classroom training; CBN research labs are now at full capacity and faculty are in the unfortunate position of regularly turning away students looking to work in labs to gain career-making research experience. And to date Provost Mokwa has consistently declined to provide any of the resources (new faculty lines and/or funds to hire qualified adjunct faculty) required to address this impending crisis.

In short, I believe the CBN-MBI merger could be great and nothing would make me happier than seeing it succeed. The two departments have demonstrated the ability to work well together since May and have long collaborated and interacted scientifically. The merger could serve to formalize previously casual teaching and research interactions and provide more opportunities for MSU students. But, and there is a but here, the success of this merger is now dependent on support from the MSU Administration. The Administration must be honest with students about faculty departures, changes to the course catalog and the reduced availability of research opportunities in the aftermath of the merger. The new department simply cannot handle the full complement of 800 outstanding students without being restored to fighting strength.

This was obvious almost immediately after the Provost's announcement and implementation of the merger in May, when many faculty started the process of leave taking or retirement. Dr. Jutila realized within weeks that it would be necessary to swiftly address holes in the CBN curriculum due to these (and previous) departures. In June he asked the Provost for permission to initiate emergency faculty searches for at least two tenure-track replacement hires in

Neuroscience to address the loss of faculty. Despite the pressing and obvious need and the Provost's assurances in May that he would provide the merged department with the resources, including faculty lines, necessary to ensure a successful merger and the long-term viability of the CBN major, the Provost ignored or declined his request.

Over the course of the past year, the MSU Administration has demonstrated a pattern of failed shared governance and a blatant disregard for BOR published policies when it comes to their handling of the CBN-MBI merger. A BOR vote in favor of the merger at this point would seem to condone this type of behavior, strip both the BOR, students and taxpayers of Montana of future oversight of university administrators and violate the faculty's rights to know and participate. However, the reality is that given the current state of affairs **there is no going back** – any efforts to undo the merger at this point would not bring back those faculty who have left and, without the help of MBI faculty, the resulting holes in the course catalog almost certainly leave more than 300 current CBN undergraduates unable to graduate.

Let me say that again: There is no going back. The merger happened 6 months ago. I believe I speak for most, if not all, of my former CBN and new MBI colleagues when say that I support the merger and I recognize it's potential. But that potential can only be realized if the MSU Administration works in partnership with the new department and invests in the necessary resources and support to ensure the long-term viability of the merged unit.

I hope you will consider using this opportunity to encourage the MSU Administration to address this crisis-situation in a timely fashion so that we can continue to provide the high-quality, effective biomedical training and research opportunities Montana students have come to expect from MSU's CBN major.

Thank you for your attention.

James A. Mazer, PhD  
Associate Professor  
Department of Microbiology and Immunology  
Montana State University

# A Five Year Plan for the Neuroscience Doctoral Program at Montana State University

## Why MSU needs the Neuroscience Doctoral Program

The brain is arguably both the most complex and least understood biological system we know of. Brain dysfunction is the root cause of many forms of mental illness plaguing Montana and the nation. This includes Alzheimer's disease, depression, substance abuse and addiction, as well as suicide. The international scientific community, has identified brain research and development of new approaches for treating brain dysfunction as a top priority, making neuroscience one of the fastest growing and most exciting areas of biomedical research. As a Land Grant university, it is important that MSU provide training for students, both undergraduate and graduate, to participate in this scientific revolution. A robust doctoral program in neuroscience is the foundation of virtually all research in the CBN department. CBN faculty depend on graduate students to generate the data that brings in the substantial funding required to maintain and operate neuroscience laboratories. Those labs make it possible for CBN to consistently deliver a high quality CBN undergraduate education, both in the classroom and in the lab. This intensive hands-on training is what gives MSU students an edge when applying to graduate programs, medical school and entering the biomedical workforce and qualifies them for the most prestigious national awards. The Neuroscience graduate program is inextricably linked to the CBN undergraduate major: without the graduate program, CBN labs will close and undergraduates will lose the opportunity to acquire a highly-mentored research experience. Ph.D. students work with and help train many of our undergraduate research students, acting as a multiplier and significantly increasing the number of undergraduates that can work in our labs. A vibrant graduate program attracts research active neuroscience faculty who can provide both high quality classroom instruction and cutting-edge research experiences to undergraduates. The basic research performed by CBN doctoral students is an essential supporting component of the Center for Mental Health Research and Recovery's scientific mission. Finally, neuroscience is by definition an intrinsically interdisciplinary field of study; students who train in neuroscience will collaborate with scholars in several disciplines including computer scientists, engineers, psychologists, biochemists, physicists and geneticists providing them with a powerful tool kit to best solve our future societal challenges. In summary:

1. Neuroscience is currently one of the fastest growing fields of biomedical research. There is a growing demand for both graduate and undergraduate training in the neurosciences. Universities across the country are scrambling to create or grow neuroscience programs. MSU is already well ahead of curve on this and should build on that advantage by supporting the research component of CBN's dual teaching-research mission.
2. The Neuroscience Doctoral Program is a critical component of CBN faculty research: graduate research provides the data and advances to make it possible to acquire the federal funding required to sustain biomedical research.
3. Undergraduate education in CBN is significantly enhanced by the CBN doctoral program. Conversely, loss of the graduate program, which would eliminate critical

undergraduate research opportunities and degrade the overall quality of classroom teaching, will have an immediate, direct negative impact on the CBN major and careers of future CBN majors.

4. The basic neuroscience research performed by MSU's Neuroscience doctoral students in CBN laboratories is an essential component of MSU's Center for Mental Health Research and Recovery, whose mission is to develop new neural technologies to understand and treat brain dysfunction that can be used to treat the pressing mental health issues facing Montana, including Alzheimer's disease, suicide and addiction.

## Overview of the Department of Cell Biology & Neuroscience and the Neuroscience Doctoral Program (as of Jan 2019)

- 8 research-active faculty (Lefcort, Hughes, Merzdorf, Kohout, Mazer, Stowers, Bradley, Gray).
- 6 externally funded faculty (Lefcort, Hughes, Kohout, Mazer, Stowers, Gray)
- 5 current Neuroscience doctoral students (and PI)
  - Thuen (Mazer), Hoffman (Gray), Thomas (Hughes), Molina (Hughes), McKinney (Stowers)
  - 0.83 students / funded faculty
- >\$12,000,000 in open grants
- >\$300,000 in grant expenditures/TT faculty - highest in CLS
- Only active doctoral student "training grant" on campus

## Plan Goals

This document is intended to clarify the current state of the MSU Neuroscience Doctoral program, the factors that determine graduate student carrying capacity for Neuroscience Doctoral programs nationwide, establish the specific carrying capacity of MSU's Neuroscience Doctoral and to establish long term goals for the program and a path to achieve those goals over the next five years.

- **Enrollment Goals:** To reach a target level of 2 doctoral students per externally funded principle investigator within five years<sup>1</sup>.
- **Curriculum Goals:** To develop a robust neuroscience curriculum for first and second year Neuroscience Doctoral students within two years.

This plan establishes specific target metrics to be used for assessment of the Neuroscience Doctoral Program.

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<sup>1</sup> At this time, this would correspond to a target enrollment of 12 students within 5 years. If the CBN faculty size should increase or decrease, this target number should be adjusted to reflect these changes.

## Achieving and sustaining enrollment targets

Two primary factors determine the training capacity of Neuroscience doctoral programs at MSU and other institutions: (1) the amount of available funding to recruit and support students and student research and, (2) the number of participating faculty who can serve as effective faculty mentors for students (see Constraints section below).

Therefore, a key to reaching and sustaining an enrollment level of 2 students/funded-PI is securing a stable source of external funding to supplement individual investigator research grants, support student recruiting, first year lab rotations and new curriculum development. Past performance of the Neuroscience Doctoral program indicates that the current enrollment level of 0.83 students/PI (higher than the national average; see below) is sustainable. Both the CBN department and the MSU administration would like to see the size of the program increase, consistent with the growing national and international focus on neuroscience research. Successful growth beyond the current enrollment level will require either (i) securing external training grants (e.g., NIH T32, NSF NRT, NSF EPSCOR, or awards from private foundations) or (ii) increased success obtaining individual graduate student research fellowships (e.g., NIH NRSA/F31, NSF NGRF, etc) or (iii) recruitment of additional research-active faculty.

The department has recently had some success obtaining external training grant funding for graduate students. In 2016, CBN faculty applied for and received an NSF EPSCoR award specifically for the purposes of graduate student training in the Neurosciences. This renewable, multi-site award, with Dartmouth College as the lead, currently supports 3 Neuroscience graduate students in CBN and has sufficient funds to recruit and support an additional 1-2 students through the end of the current award (2020-21). In addition, EPSCOR funds were used in Fall 2018 to support effective graduate student recruitment for both the Neuroscience and MBS doctoral programs and the EPSCoR award will continue to support recruiting efforts for the duration of the award.

The department has recently developed and offered a 3 credit graduate seminar course focused on developing and writing effective federal grant proposals in the Neurosciences (Thom Hughes). Over the course of the semester students develop a competitive grant application that can be submitted as either an NIH NRSA/F31 or NSF GRPG at the end of the course. As a direct result of this course, Rosana Molina, a current Neuroscience doctoral student, applied for and was awarded a three year NIH F31 individual research fellowship in 2018 that covers both stipend and tuition.

The National Institute of General Medical Sciences (NIGMS) recently announced a new training grant program ([PAR-19-102](#)) designed to fund training and advance development of small-to-medium sized biomedical graduate education programs. We propose to take the lead on developing an interdepartmental proposal for this RFA to be submitted in Spring 2020. If awarded, this grant could potentially fund incoming students for the first three years of training, at which time the support obligations would transfer to the PI. This mechanism would secure the long-term viability and success of our doctoral program, as well as help biomedical researchers in other departments on campus attract and retain doctoral students.

Finally, it is important to note that size of US Neuroscience Doctoral programs is correlated with the number of participating faculty, with each additional faculty member directly resulting in an increase in student enrollment by 0.45 students. This means that any increase in the number of tenure track, research-active CBN faculty would translate directly into an increase in student numbers, probably within 1 year of hire. Conversely, loss of faculty, will reduce the capacity of the program. Therefore, to sustain a robust doctoral program, it is essential to replace CBN faculty who leave or retire from MSU in a timely fashion to avoid any potential loss of momentum or to avoid putting existing or future training grants in jeopardy.

## Timeline for Increasing Enrollment

We propose a target enrollment level of 2 neuroscience doctoral students for every funded, research-active CBN faculty member. It will take some time to reach this level, since it will require a search for external funding sources and extensive new student recruiting efforts. However, we believe this enrollment level, particularly if we are able to obtain external funding for the program and/or support from MSU, can be achieved within 5 years.

## Expanding the Graduate Neuroscience Curriculum

In addition to the successful grant writing course noted above, CBN faculty will transform our current one semester Neuroscience principles course (BIOH 510) into a new team-taught, two-semester series offered sequentially in alternate years that all Neuroscience doctoral students will be expected to take and pass, in addition to the grant writing course, before advancing to candidacy. All core neuroscience graduate courses will be taught by tenure-track faculty.

### 1. Principles of Neuroscience.

The first course will be an introductory course where critical components of neuroscience are taught by the entire CBN faculty. Each professor will teach a two week module intended to cover the basic methods and classical, foundational literature in their specific research area to provide a broad, introductory overview of the entire field of Neuroscience to first and second-year CBN graduate students in a single semester. This course will combine faculty lectures with student-led discussion of primary research materials. Faculty will provide an introductory lecture identifying and introducing the basic questions and methods used in the research area at the start of each module (1 class) and the remainder of each module (3 classes) will be based on student-led, seminar-style group discussion of assigned primary research materials.

### 2. Current Research in Molecular and Systems Neuroscience.

This course will focus on current, state of the art Neuroscience research (in contrast to historical, introductory material). This offering will also be team taught by all CBN faculty, again in two week modules. Instead of focusing on methods and historical developments in the field, each module will focus on current, cutting-edge research papers that are directly relevant to ongoing research at MSU. This course will be exclusively discussion based.

In both of the new courses, students will read and discuss material in each focus area under the supervision of CBN faculty. As noted above, these courses will be offered in alternate years (initially), alternating with the existing grant writing/proposal development course discussed

above. By the end of their second or third year (depending on entry path; see below), all Neuroscience students will be expected to:

1. Take and pass all three core courses.
2. In discussions with their mentor(s), identify and take any additional courses (CBN or other departments) that will address critical knowledge or training gaps that students must correct to effectively perform or complete their thesis work.
3. Develop an F31 proposal (or equivalent). If eligible, students will be expected to actually submit this proposal to an appropriate funding agency. Regardless of whether or not the proposal is submitted, the proposal will serve as the initial basis for each student's thesis proposal.
4. Convene a candidacy exam committee and schedule a candidacy exam. Candidacy exams must be completed by either the end of their 3rd year, for students entering through the MBS program, or 2nd year, for direct-admit students.
5. Publish at least one peer-reviewed, first author article prior to their thesis defense.

These required core courses and new guidelines will provide students with the breadth of training required to take and pass candidacy exams. The resulting F31 proposal from the grant writing course, regardless of whether or not the proposal is funded, will provide a solid foundation for a thesis proposal that can be presented to their thesis committee for approval, in addition to providing critical grantsmanship training.

The faculty will work with the Graduate School and Graduate Dean to develop a detailed description of the new curriculum, detailing progression towards candidacy, defense, required coursework and a student handbook. When complete, these materials will be submitted for review and approval via standard MSU curriculum approval procedures.

All tenure-track CBN faculty will participate in teaching the core courses outlined above, as well as serve on dissertation committees, based on appropriate expertise.

### Timeline for New Curriculum

This proposal seeks to establish a 3 course core-curriculum for all Neuroscience doctoral students. The grant writing courses is currently being offered and will continue to be offered annually. The two new courses ("Principles" and "Current Methods") will be rolled out and offered as early as Fall of 2019, and alternate years thereafter.

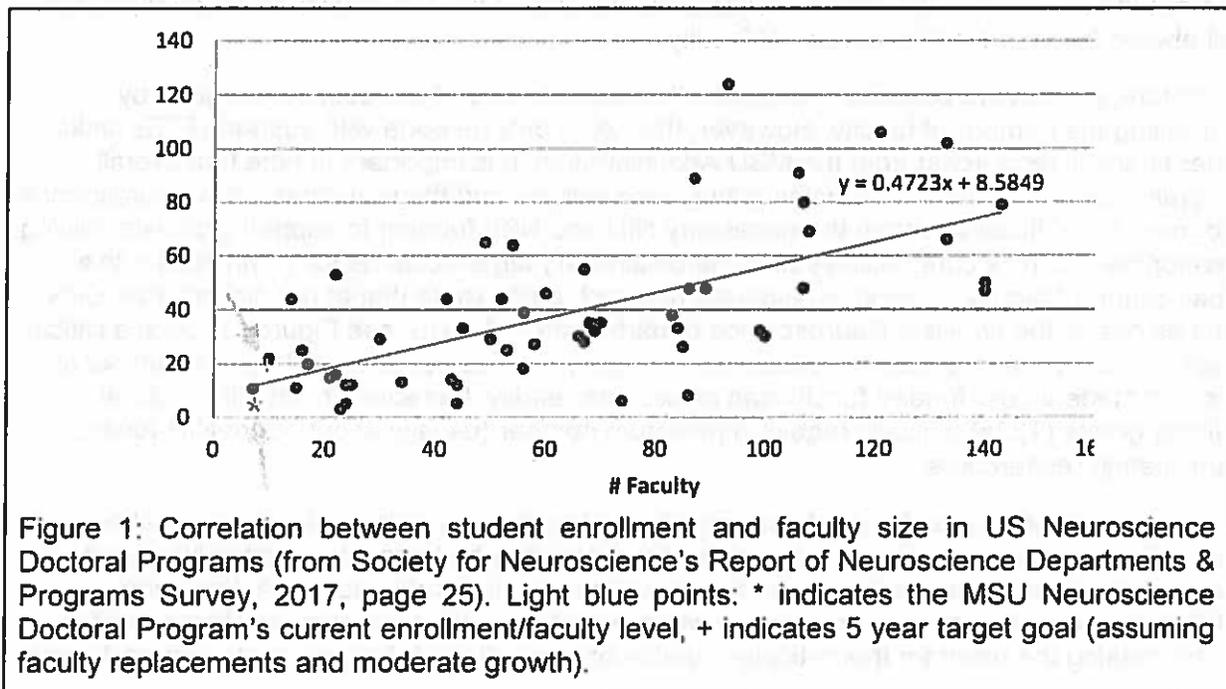
### Time to degree

The current US national average time-to-degree for Neuroscience Doctoral programs is 5.6 years (2017 Report of Neuroscience Departments & Programs Survey, "NDP report"). This number is close to the current time-to-degree of MSU Neuroscience students, therefore, we propose that a sustainable target is to maintain parity with the national, published averages in our discipline.



## Appendix: Current Enrollment Data for US Neuroscience Doctoral Programs

Neuroscience doctoral students at MSU, as in most other US Neuroscience doctoral programs, are *primarily* funded through external grants (typically NIH and NSF) awarded to individual faculty members. These grants generally cover student stipends, tuitions, fees and research expenses. In the majority of Neuroscience programs, doctoral students teach primarily to acquire teaching skills, *i.e.*, teaching is part of their training and not a source of income. Students typically teach only 1-2 semesters of the 15+ total semesters of graduate training (including summer semesters). The rationale for this is to allow students to focus on their training as research scientists. As a result, graduate Neuroscience students at most peer institutions are supported by GRAs (or their equivalent) and not GTAs. To be competitive on a national level in recruiting qualified students to MSU, it is essential that MSU Neuroscience doctoral students be primarily funded through GRAs. Note that this does not necessarily preclude students from teaching and receiving GTAs -- either as part of their training or because they have a specific interest in teaching. However, because MSU's Neuroscience program is 100% funded from external grants, the Neuroscience doctoral program's training capacity is strictly limited by the number of funded researchers participating in the program. This means that the target enrollment for the Neuroscience doctoral program must be intrinsically linked to the number of funded investigators.



The most recent NDP Report, published in 2017 by the Society for Neuroscience, the largest professional society in the field, with more than 37,000 members, indicates that the national average number of doctoral students per Neuroscience faculty member is significantly below one:

*The number of students in a program is correlated with the number of faculty associated with the program ( $r = 0.41$ ,  $p < 0.001$ ) such that the more faculty*

*associated with a program, the greater the number of students in the program. For this comparison, the average number of students in a program was 39 (median: 33) and the average number of faculty was 65 (median: 59) [NDP Report, page 25].*

Data in the NDP report are derived from a detailed survey of more than 60 participating Neuroscience doctoral programs undertaken every two years. The data indicate that the average capacity of Neuroscience doctoral programs in the US is about 0.6 students/faculty, averaging across all program types and sizes. The current enrollment level in MSU's Neuroscience doctoral program slightly exceeds this level (0.83 students/funded faculty). However, with support, we believe it is possible to increase the enrollment numbers over the next three years to 1 student/funded professor and reach a level of 2 students/funded professor within five years.

It is critical to note that Figure 1 clearly indicates that the capacity of any Neuroscience doctoral program is positively correlated to the number of research active faculty participating in the program; each additional PI increases the program's carrying capacity by about half a student. The student-faculty ratio is determined by at least two factors: (1) the intensive nature of the mentor-mentee relationship in the Neurosciences and (2) the relatively high cost of training a Neuroscience graduate student (currently around \$50k/year or more to provide nationally competitive stipends and cover tuition costs alone), which is completely borne by the faculty, and not the university. Given these constraints, the size of the Neuroscience doctoral program will always be linked to the number of faculty.

Therefore, it is always possible to increase the absolute size of the doctoral program by increasing the number of faculty. However, this could only be done with support (FTEs and/or other financial resources) from the MSU Administration. It is important to note that overall program size is a factor in determining long-term viability and the robustness of a Neuroscience program. It is difficult to obtain the necessary NIH and NSF funding to support graduate training, development of new core facilities and interdisciplinary large-scale research projects with a small cohort of faculty working in disparate research areas (note that at our current size, CBN rank as one of the smallest Neuroscience departments in the US; see Figure 1). Once a critical mass of faculty are available to collaborate on high-value federal awards, then the number of doctoral students per funded faculty can grow more readily. Moreover, most NIH doctoral training grants (T32s) typically require a minimum number (usually about 10) of NIH-funded participating researchers.

The blue points in Figure 1 indicate current (\*) and target (+) enrollment/faculty size ratios (now and in 5 years). Our long term goal is to replace 3 faculty who have left (Jacobs, Noudoost and Byerly) with research-active faculty and work with the administration to hire at least one additional research-active neuroscientist, which would bring the total number of research faculty up 10, making the program theoretically capable of supporting 20 PhD students (Figure 1, light blue +).

# Public Comment via Telephone on 11/22/2019 | 12:51pm

Mr. Michael Roddewig, a Montana resident, spoke against the Board approving a pay raise for President Cruzado.



MONTANA STATE

**BREWERY  
TOUR**

Thursday, November 21 · Following Board of Regents Meeting, 7 PM · Inspiration Hall, Norm Asbjornsen Hall

Join us for a tour of Montana's regional craft breweries. Pick up a tasting glass and visit the featured breweries around the state. Sample some, or all, and meet representatives from the breweries to learn more about their offerings.

#### **BOZEMAN**

##### **ALL TIME AMERICAN PALE ALE** OUTLAW BREWING

Light, crisp American Pale Ale with a moderate dry hop giving an excellent tropical finish. *5.6% ABV/40 IBU*

##### **DIGGER BEE HONEY RYE** MOUNTAINS WALKING BREWERY

This golden beer is pure Montana. The Digger Bee is crafted with a mild sweetness of honey and the perfect hint of rye mingling with a classic noble hop spice character. *5.6% ABV/16 IBU*

#### **CENTRAL MONTANA**

##### **PRICKLY PEAR PALE ALE**

##### **LEWIS & CLARK BREWING COMPANY, HELENA**

Brewed with an emphasis on hops, our combination of pale ale and crystal malts provide the setting for virtuoso hop performance. *5.9% ABV/23 IBU*

##### **GOLDEN BOBCAT** JEREMIAH JOHNSON, GREAT FALLS

Montana State University's 125th Celebratory Brew: A blonde ale; paying tribute to MSU's agricultural heritage, this exceptionally drinkable Golden Bobcat Pale Ale is made with Montana's world-class 2-Row pale malt and an even-bodied blend of five varieties of hops. We use locally harvested honey from Smoot Honey Company to capture the floral notes of sweet clover and alfalfa. *5.4% ABV*

#### **EASTERN MONTANA**

##### **WHITE NOISE** ÜBERBREW, BILLINGS

American style wheat ale. *5.6% ABV/15 IBU*

#### **WESTERN MONTANA**

##### **COLD SMOKE SCOTCH ALE**

##### **KETTLEHOUSE BREWING CO., MISSOULA**

Don't be fooled – this beer is from Missoula, but it is made by a Bobcat. Cold Smoke® is a dark smooth ale with a slightly sweet coffee finish. Named after the light, bottomless powder that falls in Montana, cold smoke is the transcendent powder experience craved by skiers and boarders. *6.5% ABV/11 IBU*

##### **DIRT CHURCH HAZY IPA** BITTER ROOT BREWING, HAMILTON

Simcoe, Mosaic, Amarillo and Citra hops combine for a delicious hop aroma and flavor for our Hazy IPA. Brewed with Flaked Oats and Flaked Red Wheat this beer is hazy, not too bitter, and delicious. *5.2% ABV/35 IBU*

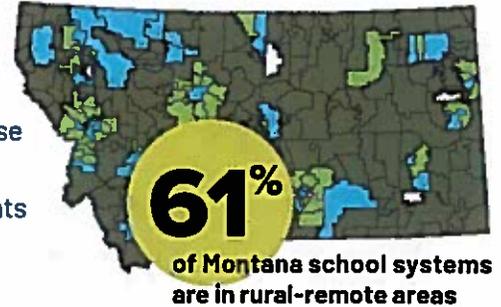
##### **OTTER WATER SESSION PALE ALE**

##### **PHILIPSBURG BREWING COMPANY, PHILIPSBURG**

Otter Water is an extra-pale, extra-refreshing session pale ale that delivers crisp citrus hop flavor without the bitterness of an IPA or traditional pale. Low alcohol and high quaffability will let you have an afternoon beverage without needing a nap. *4.5% ABV/25 IBU*

# Educator mobility and shortages in Montana

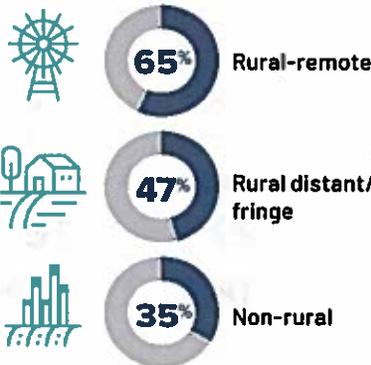
Montana policymakers are concerned about educator shortages in the state and requested a study to examine the issue. Based on an analysis of their state administrative data, we confirmed that Montana is experiencing educator shortages. However, unlike other states, these shortages are not primarily due to educators leaving their positions. Instead, districts cannot find a sufficient number of qualified applicants for open positions, especially in rural areas.



## EDUCATOR SHORTAGES

Montana schools reported that 45 percent of all vacancies were difficult to fill or unable to be filled in 2017/18.

The more rural the schools, the more they had difficulty filling vacancies



Regardless of locale, vacancies in shortage subject areas were more difficult to fill

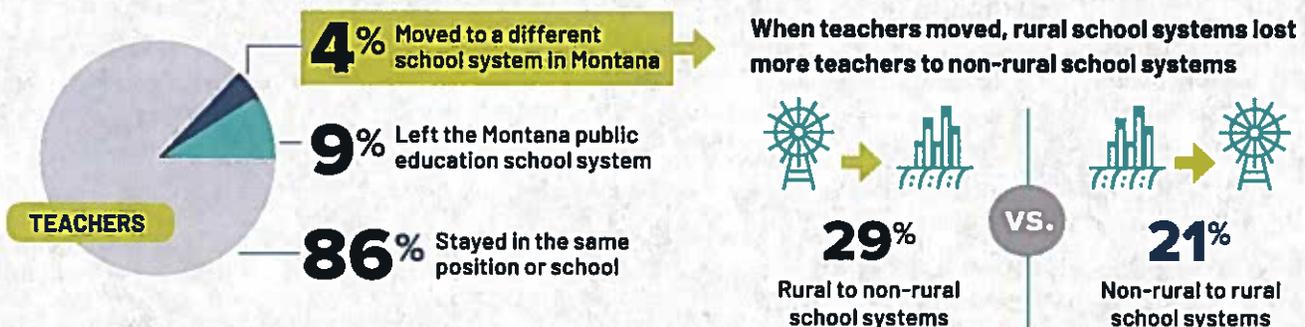


Shortage subject areas in Montana (2017/18)

- Art
- Career and technical education
- English
- Math
- Music
- School counselor
- School librarian
- School psychologist
- Science
- Social studies
- Special education
- World languages

## MOBILITY AND RETENTION

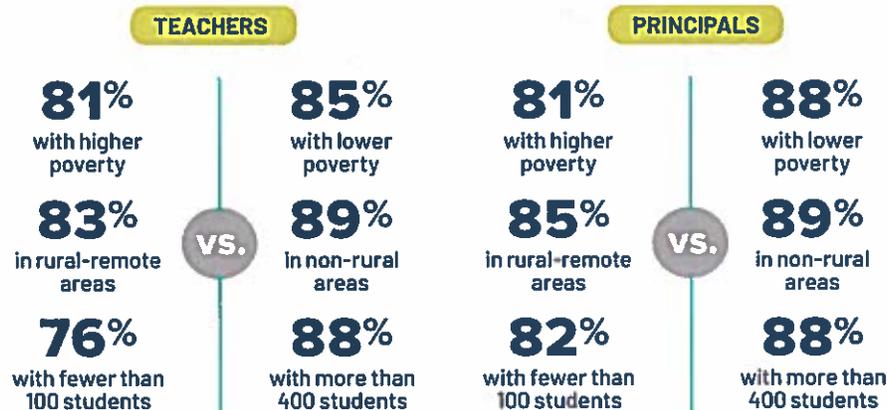
Overall, 86 percent of teachers and 87 percent of principals stayed in the same school system and position from 2016/17 to 2017/18. However, rural school systems lost teachers to non-rural school systems over the same period.



Teacher movement from non-rural to non-rural school systems: 17%, from rural to rural school systems: 33%

# RETENTION RATES BY SCHOOL CHARACTERISTICS

from 2016/17 to 2017/18

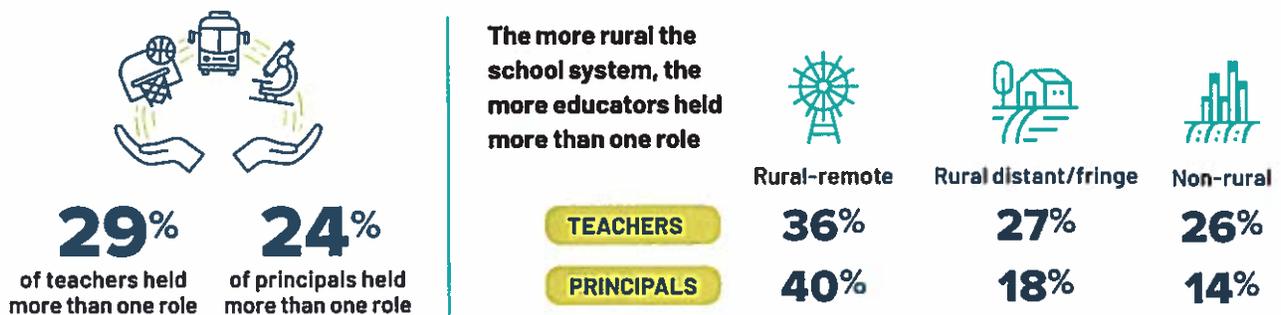


## Educator retention in school systems with a high percentage of American Indian students

In school systems with more than 50 percent American Indian students, 78 percent of teachers and 73 percent of principals stayed in the same position and school system.

## HOLDING MULTIPLE ROLES

About a quarter of Montana teachers and principals served in more than one position in 2016/17.



Given the high percentage of educators in the state who held multiple roles, Montana educator shortages may be underreported.

## IMPLICATIONS

Given the high percentage of educator positions that were difficult to fill or unable to be filled in Montana in 2017/18, state policymakers may want to consider new ways to increase the supply of qualified teachers. In addition, they may want to focus on providing resources and supports to rural school systems and school systems with a high percentage of American Indian students. Potential strategies include:

- Creating and/or supporting multiple teacher preparation pathways, including career and technical education teacher programs
- Promoting local community- and relationship-based preparation programs, such as grow-your-own teacher initiatives
- Reducing possible barriers to obtaining a teaching certification in Montana, such as certification testing, teaching certification requirements, and teacher license reciprocity
- Increasing supports (such as mentoring programs) and incentives (such as housing subsidies and loan-forgiveness programs) for educators

**BOR Public Comment-November 21, 2019**  
**Steve Stowers, MSU associate professor**

My name is Steve Stowers. I am an associate professor at Montana State University. I want to preface my statement by saying I am in favor of the CBN/Micro merger. While my statement raises serious concerns about the process by which we got to this point, it should not be misinterpreted as opposing the merger.

Shared governance establishes the foundation for the effective functioning of a university and depends on trust and cooperation between the faculty and the administration. Ideally, shared governance involves the putting forth of thoughts and ideas by both groups, joint discussion and debate of the merits of those thoughts and ideas, and charting the best path forward based on a group decision. What I hope can be learned from my statement today are the perils of the abandonment of shared governance using the events surrounding the Cell Biology and Neuroscience Department at MSU over the past year as a case study.

Almost exactly one year ago MSU Provost Robert Mokwa presented a plan to then CBN Dept head Roger Bradley to radically transform the CBN Dept into a School of Human Biology. Provost Mokwa's proposed plan would essentially turn CBN into a pre-med factory and convert the research-intensive department into a service department focused almost exclusively on teaching. The Provost's plan was developed entirely by the administration with no input by CBN faculty and is an example of faulty decision-making driven by top-down governance. Not surprisingly, CBN faculty, led by Roger Bradley, resisted this plan that would do irreparable damage to the CBN department.

For exercising his freedom of speech and expressing a contrary viewpoint, Provost Mokwa allowed Roger Bradley to be removed as dept head and replaced, not with a member of the CBN department qualified to lead it, but rather with a member of the administration whose academic background is in Roman history. By disallowing another member of the CBN dept to serve as dept head, Provost Mokwa denied the CBN faculty a role in the governance of their department. Provost Mokwa never again allowed the CBN dept to have one of their own as dept head.

In late April a student-initiated petition was delivered to Provost Mokwa signed by over 500 students, including over 70% of the ~300 CBN undergraduate majors. This petition essentially requested that the resources Provost Mokwa had withdrawn from the CBN department in recent years, mainly by declining to replace tenure-track CBN faculty who left, be restored so the CBN department could continue to deliver the high-quality education it has long been known for providing.

Two weeks later, once the majority of CBN students had left campus for summer break, Provost Mokwa dismissed the concerns raised by those 500 MSU students by announcing his decision to dissolve the CBN department and merge it into the Microbiology and Immunology department. Neither CBN nor MBI faculty were given an opportunity to express their views as

to the pros and cons of the merger. It was forced upon both departments and had to be implemented immediately in the absence of any prior planning or organization.

Provost Mokwa's message to both students and faculty could not have been clearer. His **governance of Montana State University is based on fear and intimidation, not trust and cooperation.** In addition to punishing CBN students and faculty for daring to express an opposing viewpoint, Provost Mokwa's actions also have the chilling effect of suppressing student and faculty voices in other departments, effectively sending the message that if they express any thoughts or ideas contrary to that of the Administration they will face similarly dire consequences. In this way Provost Mokwa has effectively quashed shared governance at Montana State University in favor of unilateral decision-making by himself alone, i.e., autocratic governance.

If your intuition tells you eliminating an entire department from MSU should not depend on the judgement of a single individual, your intuition would be correct. Montana University System Board of Regents Policy 218 IA.1 states:

"The following matters REQUIRE review and approval by the board of regents before they can be announced and implemented: formation, elimination, or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory or similar unit".

There is thus a required process codified into the board of regents policy that must be followed for department consolidation. The reason the CBN/MBI merger approval is on today's agenda is that Provost Mokwa did not obtain the required approval from the board of regents six months ago before he implemented the merger, thereby abusing the power of his office. **By blatantly violating BOR policy, Provost Mokwa usurped the power conferred by the state to the board of regents and illicitly appointed himself judge, jury, and executioner of the Department of Cell Biology and Neuroscience, in so doing denying due process to all the negatively impacted stakeholders.** Ramming through approval of the merger here today ex post facto does not remedy the damage already done by the earlier denial of due process.

The subject line of Provost Mokwa's email to faculty announcing his decision to dissolve the CBN department was "Important changes to strengthen Cell Biology and Neuroscience". Provost Mokwa's approach for strengthening the discipline of Cell Biology and Neuroscience was to dissolve the Cell Biology and Neuroscience department. This strategy defies all logic and common sense. In addition to the faulty reasoning underlying this approach, CBN faculty were also surprised by Provost's Mokwa's merger announcement because we had been working in good faith with the administration throughout the Spring semester. This included developing a Five-Year Neuroscience Doctoral Plan to address the weaknesses of the CBN graduate program identified in the Doctoral Program Prioritization report that the Provost keeps citing as his justification for the merger. In February, three months before the merger, the Provost signed the plan, thereby agreeing it was sufficient to address the weaknesses of the CBN graduate program. CBN faculty followed the plan to the letter during the intervening three months including admitting three new doctoral students and submitting proposals for two new

graduate courses. Simply moving the CBN faculty to another department in no way addressed the concerns Provost Mokwa used earlier to justify the merger. It is also unexplained why the other three departments classified as “Needs Improvement” in the Doctoral Program Prioritization report were allowed to address their weaknesses with a written plan instead of facing dissolution or merger. For some non-transparent reason, **CBN was singled out for punishment by Provost Mokwa.**

Now that we are six months post-merger we can actually ask whether or not the merger succeeded in strengthening the Cell Biology and Neuroscience program. The most striking consequence of Provost Mokwa’s unapproved merger was the almost immediate loss of half the CBN tenure-track faculty, who either resigned their tenure or went on leave and are therefore no longer contributing to the education of CBN students. These losses include Roger Bradley, Steve Eiger, Charles Gray, Thomas Hughes, and Rene Reijo Pera. It is naïve to believe that these losses are unrelated to the denial of shared governance these faculty experienced in the months preceding the merger decision.

Let’s assess the current state of the CBN graduate and undergraduate programs separately starting with the graduate program. As a consequence of losing half the CBN faculty, the CBN doctoral program is now effectively in moratorium because the expertise necessary to educate graduate students across the various fundamental areas of neuroscience no longer exists at MSU. Enrollment in the neuroscience doctoral program will thus be decreasing for the foreseeable future. The reduced size of the CBN faculty also makes the Neuroscience doctoral program less competitive for recruiting doctoral students and the CBN faculty less competitive for grant funding. By all objective measures, **the Neuroscience doctoral program has been substantially weakened by the unplanned and unapproved merger.**

Prior to the merger, the administration actually had praise for the CBN undergraduate program. CBN undergraduates won numerous prestigious awards within the previous five years including two Goldwater scholarships, two Truman scholarships, and there were two Rhodes scholarship finalists. CBN had the highest medical school acceptance rate of any department at MSU, 20% above the national average, and boasted the highest retention rate in the College of Letters and Science at 93%. Due to the faculty losses since the merger, there has been a substantial reduction in both the quality and breadth of undergraduate CBN course offerings. For the current semester, it was necessary to make five last-minute instructor substitutions to cover all CBN courses. In some cases, substitute instructors have no training in Neuroscience.

To give just one specific example, for the foundational course Integrated Physiology BIOH 185 with an enrollment of over 200 students, the current instructor has a PhD in anthropology but no formal training in physiology. The use of instructors without formal training in the discipline in which they are providing instruction is a common practice at community colleges but makes MSU an exception in this regard among R1 research universities. Integrative Physiology is the key foundational course for the entire CBN major. Without a strong grounding in physiology, CBN students will not be able to master the material in upper level CBN courses and hence be less competitive for medical and dental school.

For the upcoming Spring 2020 semester, at least four CBN courses have been cancelled and two additional courses are currently without assigned instructors. In his email announcing the dissolution of the CBN department, Provost Mokwa promised: “there are no changes occurring or planned in the curriculum or course offerings for the undergraduate Cell Biology and Neuroscience academic program. It is a high-quality program that will continue for current and for future students.” Provost Mokwa has broken his promise to CBN students.

The loss of half the CBN faculty has also resulted in a commensurate reduction in available neuroscience research opportunities for CBN undergraduates as there are currently only five CBN research labs (all at full capacity) available to provide critical hands-on research opportunities for more than 300 CBN undergraduate majors. Because labs are all at capacity, faculty are in the lamentable position of turning away students seeking neuroscience research experience. This will negatively impact their ability to achieve their career goals. **The CBN undergraduate program wasn't broken before Provost Mokwa's merger decision, but it is broken now.**

Despite the loss of five CBN faculty over the summer, in addition to the two unfilled faculty lines from previous years, Provost Mokwa has denied all requests to initiate searches for replacement CBN TT faculty. His decision not to replace lost CBN faculty is in effect a massive withdrawal of resources from CBN. With no CBN faculty searches occurring this academic year, there will be no new CBN faculty next academic year, and the best that can be hoped for is to maintain the status quo. In the meantime, any additional CBN faculty losses will result in additional CBN course cancellations or instructor substitutions.

As the chief academic officer of Montana State University, **Provost Mokwa has demonstrated a failure of leadership with respect to both judgement and to the ethical standards expected for an officeholder of his stature.** Provost Mokwa's hubris has resulted in the tragedy now being realized by CBN majors that their future careers are in jeopardy because they are being deprived of the expected high-quality education that inspired them to matriculate at MSU and has been a springboard for launching successful biomedical careers for 15 years.

There are two simple lessons that can be drawn from Provost Mokwa's abandonment of shared governance in his handling of the CBN department over the past year. The first lesson is faculty have a limited tolerance for being denied shared governance. At some point they simply walk away. The second lesson is decision-making based on the collective wisdom and diverse perspectives of a group is superior to unilateral decision-making by a single individual. If the Provost had sought and assimilated input from CBN and MBI faculty prior to announcing and implementing the merger, the outcome would have been far better for both students and faculty. I hope other MUS administrators hearing this will take these lessons to heart and won't have to learn them through first-hand experience.