

THE BOARD OF REGENTS
OF HIGHER EDUCATION
Montana University System

M I N U T E S

DATE:	NOVEMBER 17, 1995
LOCATION:	STRAND UNION BUILDING ROOMS 275-276 MONTANA STATE UNIVERSITY—BOZEMAN BOZEMAN, MONTANA
REGENTS PRESENT:	JIM KAZE (CHAIRMAN), CORDELL JOHNSON (VICE CHAIRMAN), PAUL BOYLAN, COLLEEN CONROY, PAT DAVISON, MIKE GREEN, AND KERMIT SCHWANKE; COMMISSIONER OF HIGHER EDUCATION JEFF BAKER; SUPERINTENDENT OF PUBLIC INSTRUCTION NANCY KEENAN (MORNING SESSION)
REGENTS ABSENT:	NONE
PRESIDENTS & CHANCELLORS PRESENT:	PRESIDENT MICHAEL MALONE; CHANCELLORS LINDSAY NORMAN, SHEILA STEARNS, WILLIAM DAEHLING, AND RONALD SEXTON
PRESIDENTS & CHANCELLORS ABSENT:	PRESIDENT GEORGE DENNISON

Chairman Jim Kaze called the regular meeting of the Board of Regents to order at 9:00 a.m. Roll call showed that a quorum was present.

- ▶ **Regent Pat Davison moved that the Board approve the minutes from the September 28-29, 1995 regular meeting as mailed to Board members. The motion passed unanimously.**

Steve Clausen, President of Norwest Bozeman, announced to the Board that in response to the growing need for endowment scholarship funds, Norwest Bank of Montana was making a \$200,000 grant to the Montana University System. The grant would be paid in 1995 and 1996, and the money would be invested in scholarships to be awarded each year from the income earned on the endowment. Mr. Clausen said the university system would determine how best to use the funds, which would be available in 1996 and 1997. In addition to this endowment, Mr. Clausen said Norwest Bank of Montana granted \$47,500 each year in community scholarships to 99 Montana high school student seniors who planned to attend Montana colleges. Mr. Clausen also introduced Don Young, Bruce Parker, and Fred Stradinger from the Missoula, Butte, and Dillon banks.

On behalf of the Regents, Chairman Kaze thanked Mr. Clausen for Norwest's generous contribution.

STUDENT REPORTS

Concerning the phase two restructuring proposals, Kevin Torpy, ASMT President, said that MAS would like to see the state subsidization limit set at 155 or 156. Also, MAS decided that remedial education was a MAS issue and would take a better look at it. Mr. Torpy then distributed a November 16, 1995 memorandum (on file) addressed to Governor Racicot, the Board of Regents, the Commissioner of Higher Education, and MAS representatives. He said it presented some concerns with phase two of the restructuring, particularly the limit of 120 credits for undergraduate degrees.

OLD BUSINESS

Dr. Richard Crofts, Deputy Commissioner for Academic Affairs, said five items related to phase two of the university system restructuring were now on the submission agenda.

a. **ITEM 89-001-R1195—General Education Transfer Policy; Montana University System (NEW)**

Dr. Crofts distributed a November 17, 1995 memorandum (on file) addressed to the Board of Regents in reference to phase two restructuring. He said it provided them with a summary of changes since the September 1995 meeting and highlighted some remaining issues.

Dr. Crofts said the general education transfer policy had been changed to establish a range of an acceptable, transferable general education policy; the range would be between 30 and 45 hours. If the proposal was passed, the university system would explore the option with Montana's tribal and independent colleges of whether they would want to enter into a reciprocal agreement with the university system. Dr. Crofts emphasized they were dealing with completed general education programs. If a student transferred without having completed a program, the current process would continue, which involved a course-by-course analysis of the transcript with significant use of the core curriculum document. Dr. Crofts noted that this proposal would mean acceptance of the entire general education program as a package rather than through a course-by-course basis. He said the policy was also altered so that if students transferred in a particular major that had published lower-division requirements, they could find that while their general education package was transferred as a whole, there may be some specific, lower-division prerequisites for the program into which they were transferring. The policy would permit all campuses to have upper-division general education requirements; that is, junior- and senior-level courses that transfer students would have to take, assuming those courses were required for students who began at that institution as well.

Dr. Randy Bolton, chair of the faculty senate at The University of Montana—Missoula, relayed to the Board the feelings of the faculty senate on the phase two proposals. On the general education transfer policy and the undergraduate degree requirements, they were opposed to the concept and the philosophy, the manner in which they had been promulgated, and the speed with which they were moving. The faculty felt that they had not been consulted at the onset, and some had discussed filing a formal grievance because of conflicts with the collective bargaining agreement. Dr. Bolton said faculty had the

obligation—the job description—of promulgating curricular changes and noted that the first two initiatives had not been promulgated and developed by faculty. He said the faculty was concerned that the ideas were coming out of a corporate model rather than from faculty minds and added that it was happening too fast.

Richard Dailey, President of the University Teachers Union, said the collective bargaining agreement gave the faculty senate certain rights and responsibilities. He read from page 16 of the UTU agreement: ". . . The matters which shall be reviewed and recommended by the Senate, in accordance with regulations of the Board, shall include: 1. specific curricular changes submitted by the faculties of the various departments and schools through the appropriate University committee; . . ." He said they needed to keep that in mind as they proceeded.

Dr. Crofts pointed out that in system operations throughout the country decisions were regularly made by boards of regents, directors, or trustees that had an impact on curriculum. Though they did not exactly determine curriculum, they were within the purview of a board's decision-making authority. He also noted that transfer of these types of packages had been implemented in a number of states.

Regent Cordell Johnson said he found it difficult to believe that a faculty senate was the only entity allowed to change curriculum and suggested the Regents discuss it further in their meeting that afternoon with faculty senate representatives from all the campuses.

Regent Mike Green said the Board was responding to systemwide concerns in response to demands placed on the system by consumers, by the state, by the legislature, and by the students. The response was to provide proposals for discussion, and that was what they were doing.

Chairman Kaze said there was no preconceived notion on the Board's part to do anything without adequate input. He pointed out, however, that without someone getting the ball rolling, things often did not get done.

Concerning the pace at which they were moving, Dr. Crofts said they were facing some urgent issues that may not permit the luxury of a pace they were accustomed to in the past. He also stressed that the policy in question did not include one word about the content of the general education program. What it said was that at the moment, students took general education courses when they transferred from one institution to another, and the core curriculum document was used to transfer on a course-by-course basis. What the Board was considering was a policy that said if a student had completed an approved general education program at one institution, whether or not another institution agreed it was as good as theirs, or whether or not they believed it was the same as theirs, they would accept it and move forward.

Further discussion followed on the general education transfer policy.

b. **ITEM 89-002-R1195—Undergraduate Degree Requirements; Montana University System (NEW)**

Dr. Crofts said the opposition to this policy continued to be strong, especially from certain professional areas such as engineering and, to some degree, education. He said the

Board may want to consider a longer discussion at some point about professional education. In the past, the Regents had approved essentially five-year programs for certain professions such as accountancy, architecture, pharmacy, and physical therapy. Dr. Crofts said what they were beginning to see as they looked at the processing of requests for exceptions to this 120-hour rule was that professional programs were saying if it was appropriate for a five-year professional education program for accountants, why was it not equally appropriate for engineers, school teachers, and people in other professions.

Superintendent of Public Instruction Nancy Keenan said that some of the restructuring reform and discussion at the postsecondary level was also happening in K-12. She said when performance-based standards were set at the postsecondary level, they affected what was being taught in the middle schools and high schools with regard to the skills children and young adults need as they graduate. Superintendent Keenan also referred to ongoing discussions in the schools of education to resolve their concerns. She noted that the state board of education—the Board of Regents and the Board of Public Education—had not functioned as it should have over the years. With the Regents' intense discussion of performance-based standards, the entire board or a sub-group would have to work closely with the Board of Public Education so that K-12 and higher education were truly in sync. Superintendent Keenan said she was enthusiastic about the current collaboration.

Dr. Crofts noted that a second paragraph was added to the policy that incorporated the outcomes-based approach. He said he would continue to convey the Board's encouragement to campuses and/or programs to proceed as rapidly as possible to an outcomes-based approach to an undergraduate degree. Once that point was achieved, the 120 hours would no longer be an issue.

Further discussion followed on the undergraduate degree requirements policy.

c. **ITEM 78-001-R0393—Tuition; Montana University System (REVISED)**

Dr. Crofts said this policy had provoked the greatest amount of questions and concerns from the students. The Board was concerned that the current figure of 170 hours was too high, and the original draft of the policy stated that 135 hours of undergraduate education would be subsidized for Montana residents by the state. He said they were now modifying the number to 144 hours. The rationale for the 144 hours beyond expanding educational opportunities was that it would amount to four years of full-time study with a student taking 18 hours each semester. Dr. Crofts said where available, data showed that students average about 150 semester hours when they graduate. If the subsidized tuition were set at 144 credit hours and after 144 a student essentially would begin to pay triple the tuition cost, it was anticipated that several years from now a significant impact on the average of 150 would be evident. The policy also was revised so that after a student completed a baccalaureate degree, additional hours would be charged at 120 percent of the resident undergraduate tuition, essentially what is now charged for graduate tuition.

Provost Bob Kindrick from The University of Montana—Missoula, said he would work with Dr. Crofts on the language but noted that UM felt the reports mentioned on page 2 of the policy should be presented to the commissioner's office through the institutional presidents.

In response to a comment from Regent Green, Commissioner Baker said that everything preceding this had been done to increase the opportunity for a student to graduate in a four-year period or within a reasonable time frame. All the agreements that were negotiated with the various faculties two years ago included commitments to better advising, graduation guarantees, etc. The whole articulation with K-12 was aimed in that direction. He pointed out that from using the graduation figures for the past year, if they could reduce by one semester the amount of time students spent in school, they could save students and parents \$10 million a year. He said that anyone who looked at state funding for higher education was aware they were facing some major obstacles as they looked ahead in trying to fund education along with the access issue of how to make those state dollars go further. Commissioner Baker said if they continued with the average \$4,000-per-student subsidy—the amount currently paid annually by the state—they would have to find better ways to manage those funds; this specific policy was a financial issue. The way the policy was written at that time, it would not affect any student or any credit earned prior to fall 1995. He said the real impact would not be seen for probably four years down the line, but they needed to be positioned at that time to confront the tough issues.

Further discussion followed on the revision of the tuition policy.

After a 10-minute break, the Board reconvened at 10:50 a.m.

d. **ITEM 89-003-R1195—Approval of "Proficiency Admission Requirements and Developmental Education in the Montana University System"**

Dr. Crofts distributed a revision of ITEM 89-003-R1195. He said the change was to add the word "resident" at the end of the first paragraph on the first page: ". . . 120 percent of the resident undergraduate tuition rate."

On page 2, under Proficiency Based Admission Requirements, the first sentence was changed so the latter part read: ". . . lacked some critically necessary skills to be successful undergraduate students. . . ."

Dr. Crofts said a number of students, both traditional and nontraditional, often discover that while they had been admitted to the Montana University System, they were assessed as not having all the skills they needed to be successful. He said this occurred most significantly in the areas of mathematics and English. These activities on the campuses have come to be known as remedial education, and part of the goal of this particular proposal was to attempt to strike the whole notion, the words, the verbiage, and especially the political baggage that accompanies remedial education. He said they wanted to convene appropriate groups from the campuses and K-12 to examine what they actually ought to be doing to assess students who come to the university system to determine whether they have the skills needed for success. When they were done, they would have a systemwide assessment device that probably would focus on English and mathematics. He said they would like to see this assessment tool at least voluntarily available and perhaps required if possible for all high school students in their junior years, or at least those who had some interest in going to college. They would be assessed at that point in mathematics or English, and perhaps other areas as well, and be given an official indication of their likely placement level in developmental education courses that would be created or recreated as replacements for current remedial education. These courses would be specifically designed to address deficiencies related to admission standards and those determined critically important for

undergraduate success. Dr. Crofts said it was important to remember that developmental education throughout the country had historically and traditionally played a special role in the two-year institutions. He said they may want to develop some policies that encompassed ways in which that special role for the two-year institutions was continued with some degree of state support.

Dr. Crofts stressed that the timetables were a challenge. This policy in particular concerned some complicated issues of assessment. He said the policy talked about eliminating remedial education by July 1996 and having a developmental education program in place by January 1997. It was important for the Board to understand that even though the decisions on the policies were to be made by the March 1996 meeting, implementation in some of the areas would take a great deal of effort and time.

Discussion followed concerning the transfer of courses from the colleges of technology to the four-year campuses and whether those courses would count toward degree requirements; potential accreditation problems; articulation of the AAS degree into a bachelor's degree at the four-year institutions; the need for more comprehensive data on how well students from the community colleges and the colleges of technology perform when they transfer to the four-year institutions; and differentiating between remedial and developmental education.

Michael Mathern, representing a nontraditional student organization at The University of Montana—Missoula, spoke to the Board in opposition to eliminating remedial education, especially in light of the potential for tougher admissions standards. He questioned the cost-effectiveness of moving remedial courses to the Missoula College of Technology, noting that the college was already running at capacity. He said if classes were moved from the main campus, the students would no longer have access to teaching assistants or tutor labs. He suggested the administration of the classes be left at the main campus.

Chairman Kaze said he had received a number of letters indicating that people felt the Board was eliminating entirely the opportunity for developmental education. Chairman Kaze said he wanted to make sure people knew that developmental education was not being eliminated. Instead, they were trying to decide who should pay for it. He said they wanted to have developmental education available for all students who need it. The question was how to pay for it in today's environment.

Dr. Randy Bolton referred the Board to a November 14, 1995 memorandum (on file) to Commissioner Baker from five faculty leaders at UM—Missoula as their response to the "white paper" on proficiency admission requirements and developmental education in the university system. Dr. Bolton said the facts and figures presented in the memo would be very helpful in making decisions.

Superintendent Keenan felt the link called proficiency-based standards and/or proficiency-based education was getting lost in the dialogue. She suggested they not get caught up in categorical issues instead of the broader goal of the proficiency they want of students, regardless of whether they are in K-12 or higher education. She said they needed to ask themselves: What do we want them to know, and what do we want them to be able to do? She noted that this was a transition time.

Regent Green said the actual agenda item did not focus on who was going to pay for remedial education but rather the elimination of remedial education.

Dr. Crofts said it was never the intention to eliminate remedial education but instead to get rid of the political baggage of remedial education, to resolve the issue about who pays for it, and to put in place a systemwide assessment program in areas critical for student success.

Chairman Kaze questioned whether the item actually said what they meant to say. He said the final product may look different but they wanted to make sure the intent was clear. The words that would be remembered were "eliminate remedial education," regardless of the context. For that reason, they had to be careful that the policy clearly communicated they were not eliminating remedial education but instead replacing it with a developmental education program.

Further discussion continued on ITEM 89-003-R1195.

The Board recessed at 12:00 noon for a lunch with student representatives.

When the Board reconvened at 1:30 p.m., Chairman Kaze asked Dr. Crofts to continue with his introduction of the phase two proposals.

e. **ITEM 89-004-R1195—Approval of "Role and Scope Statements and Academic Program Development in the Montana University System"**

Dr. Crofts said this item had been revised since September to make several things clear. First was that the current process of campus initiation of new academic proposals would continue even if this proposal were adopted. Dr. Crofts said the RFP process involved the potential identification of some statewide needs not being met or responded to by campus initiative. Second, they did not anticipate opening up every academic program to competition or opening the door for new, potentially duplicative programs. What they did anticipate were some pilot programs with some statewide needs that needed to be met in a different fashion. Third, it was critically important for a variety of reasons, including accreditation issues, that the units of the system have mission statements. He said the statements should be brief and not in any sense serve as vehicles to lay out turf and exclusivity. Instead, they would describe how an institution viewed itself and its major goals and purposes.

Further discussion continued on ITEM 89-004-R1195.

CONSENT AGENDA

Staff Items

- a. **ITEM 89-1000-R1195—Staff; The University of Montana—Missoula**
- b. **ITEM 89-1500-R1195—Staff; Montana Tech of The University of Montana**
- c. **ITEM 89-2000-R1195—Staff; Montana State University—Bozeman**
- d. **ITEM 89-2300-R1195—Staff; Agricultural Experiment Station**
- e. **ITEM 89-2400-R1195—Staff; Extension Service**

- f. ITEM 89-2700-R1195—Staff; Montana State University—Billings
- g. ITEM 89-2800-R1195—Staff; Montana State University—Northern
- h. ITEM 89-2850-R1195—Staff; MSU College of Technology—Great Falls

Capital Construction Items

- a. ITEM 89-1001-R1195—Renovate Davidson Honors College Building Basement for the Information Technology Resources Center; The University of Montana—Missoula
- b. ITEM 89-2001-R1195—Authorization to Enclose the West Entrance of the Strand Union Building (SUB); Montana State University—Bozeman
- c. ITEM 89-2002-R1195—Authorization to replace Windows in the Northwest Lounge and Recreation Center of the Strand Union Building (SUB); Montana State University—Bozeman

Collective Bargaining Agreements

- a. Confirmation of ITEM 89-001-M1095—Approval of Tentative Agreement with the Montana District Council of Laborers (mail ballot)
 - ▶ Regent Green moved that the Board approve all items on the Consent Agenda (staff, capital construction, and collective bargaining agreements). The motion passed unanimously.

Chairman Kaze noted that the following two items had been withdrawn from the Consent Agenda for Administrative/Budget items:

- a. ITEM 18-005-R1077—Fee Waivers; Montana University System (940.13 REVISED)
- b. ITEM 89-2851-41195—Authorization to Apply for a Federal Communications Commission (FCC) License and to Enter into a Partnership with Big Sky Wireless; Montana State University College of Technology—Great Falls

Consent Agenda — Academic Items

- a. ITEM 88-1005-R0995—Proposal to Offer the Associate of Applied Science Degree in Medical Laboratory Technology; College of Technology, The University of Montana
- b. ITEM 88-1006-R0995—Proposal to Offer the Certificate of Completion in Pharmacy Technology; College of Technology, The University of Montana
- c. ITEM 88-1007-R0995—Reorganize the Professional Master's Degree Program by Converting the Approved Master of Forestry Degree Program to a Master of Ecosystem Management Degree Program, School of Forestry; The University of Montana—Missoula
- d. ITEM 88-1901-R0995—Proposal to Offer a Two-Year Associate of Applied Science Degree in Agri-Diesel Technology; Helena College of Technology of The University of Montana
- e. ITEM 88-1902-R0995—Proposal to Offer a Two-Year Associate of Applied Science Degree in Truck-Diesel Technology; Helena College of Technology

- of The University of Montana
- f. ITEM 88-2005-R0995—Authorization for the Department of Civil Engineering to Offer a Master's Degree in Construction Engineering Management; Montana State University—Bozeman
 - g. ITEM 88-2802-R0995—Approval of Proposal for Associate of Science Degree in Railroad Maintenance and Operations; Montana State University—Northern
 - h. ITEM 88-2803-R0995—Approval of Proposal to Award a New Option for the Master of Science in Education: Learning Development; Montana State University—Northern
 - i. ITEM 88-2804-R0995—Approval of Proposal to Offer the Applied Technology Extended (5-12) Major; Montana State University—Northern
 - j. ITEM 88-2851-R0995—Approval to Convert the Approved Certificate Program in Emergency Medical Services to an Associate of Applied Science Degree Program in Emergency Services; MSU College of Technology—Great Falls

Consent Agenda — Administrative/Budget Items

- a. ITEM 89-2003-R1195—Authorization to Grant a Right of Way Easement to the Montana Power Company for an Overhead Electric Transmission and Electric Distribution Line; Montana State University—Bozeman
- ▶ Regent Johnson moved that the 11 consent agenda (academic and administrative/budget) items be approved. The motion passed unanimously.

ACTION AGENDA

In a November 15, 1995 memorandum to the Board (on file), Dr. Crofts noted the following Level 1 approvals at Montana State University—Bozeman:

- a. Change the name of the BS degree in Agronomy to a BS degree in Crop Science. The three options in the Agronomy degree will be consolidated to two options in the Crop Science degree: Crop management and Crop Protection.
- b. Approve a minor in Photography.
- c. The agreement of the chief academic officers on the definitions of a list of terms used in categorizing academic programs will eliminate the use of the term "emphasis." The areas listed below will now become options in the indicated program:
 - Human Development and Counseling: Family Science, Child Development, and Mental Health Services
 - Health, Nutrition, and Movement Science: Biomechanics, Exercise Physiology, Pre-physical Therapy, and Athletic Training
 - Health Enhancement: Health Enhancement, K-12 and Exercise and Wellness
 - The "emphasis" in the Food and Nutrition program currently called

Dietetics and Food Service Systems Management will be eliminated.

- d. The option in the Microbiology program currently called Medical Technology will be renamed Medical Laboratory Science.
- e. The option in the Sociology program currently called Social & Criminal Justice will be renamed Justice Studies.

Dr. Crofts said that action was being deferred on item #6 of his memorandum.

Action Agenda — Academic Items

- a. **ITEM 88-1008-R0995—Proposal to Initiate a Doctoral Degree in Pharmacology/Pharmaceutical Sciences, School of Pharmacy and Allied Health Sciences; The University of Montana—Missoula**

The Board heard a brief presentation from David Forbes, Dean of the School of Pharmacy and Allied Health Sciences. Dr. Forbes introduced Dr. Vernon Grund, Chair of the Department of Pharmaceutical Sciences, who distributed a letter (on file) from Tammy Stenson-Cox, a 1994 graduate from The UM Pharmacy School who had planned to be at the meeting but was unable to attend.

After his presentation, Dr. Forbes responded to questions.

- ▶ **After further discussion, Regent Johnson moved that the Board approve ITEM 88-1008-R0995. The motion passed unanimously.**

- b. **ITEM 88-2006-R0995—Authorization to Establish the Division of Health Sciences; Montana State University—Bozeman**

Interim Provost Jack Drumheller from MSU—Bozeman provided the Board with a brief summary of the proposal under consideration.

- ▶ **After brief discussion, Regent Johnson moved that the Board approve ITEM 88-2006-R0995. The motion passed unanimously.**

- c. **ITEM 88-009-R0995—Resolution to Approve WICHE "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs"; Montana University System**

Dr. Crofts said these principles had been developed by a group operating out of the WICHE office. Much of what is now delivered electronically throughout the northwest region is controlled by the various states. He said Montana did not attempt to do this and instead was being quite open to academic programs coming in from other states. He said what WICHE was trying to do was work together with the appropriate people to develop a set of expected good practices. The idea was to get away from control and move to a type of voluntary agreement on the principles of good practice for electronically delivered programs.

- ▶ **Regent Johnson moved that the Board approve ITEM 88-009-R0995. The motion passed unanimously.**

Action Agenda — Administrative/Budget Items**a. ITEM 89-1002-R1195—Preliminary Bond Resolution, Facilities Improvement and Refunding Revenue Bonds, Series C 1995; The University of Montana—Missoula**

Regent Davison said this item had been discussed by the Administrative/Budget Committee at the September meeting in Billings. The bond issue resolution was for \$35 million. Several projects that were subject to approval by the students had been withdrawn from the list because the students had voted not to support them. Regent Davison said a debt capacity study conducted by Smith Barney showed that the debt capacity on the Missoula campus allowed for an excess of \$55 million, which meant that experts in the field had determined the revenue stream was enough to service that type of debt. Regent Davison also noted they had received favorable bids back from the insurance rating agencies. He reminded the Board these were auxiliary funds, not taxpayer dollars. The programs would be paid off from the revenue stream of user and other fees from the various activities.

To avoid a separate conference call of the Board when the bonds were priced, Regent Davison suggested the Board delegate the authority to Commissioner Baker to approve the pricing of the bonds when it occurred.

- ▶ **After brief discussion, Regent Davison moved that the Board approve ITEM 89-1002-R1195 and delegate the authority to Commissioner of Higher Education Jeff Baker to approve the pricing of the bonds when it occurred. The motion passed unanimously.**

NEW BUSINESS**a. Workforce Development in Phase Two Restructuring**

The Board heard a presentation from Dr. Jane Karas, Director for Workforce Development, Commissioner's Office, on workforce development and its role in phase two of the university system restructuring.

Dr. Karas distributed three handouts (on file) to the Board: (1) a fact sheet on the school-to-work opportunities system; (2) a school-to-work opportunities owner's manual; and (3) an information sheet on Tech-Prep programs.

In response to a question from Regent Davison on the school-to-work program, Dr. Karas said school-to-work was a system built on different programs in place such as Jobs for Montana's Graduates, Tech Prep, and Cooperative Education. Most of those programs were targeted toward specific students and not available to all students in all fields. Dr. Karas said school-to-work was looking at expanding those programs so that all students had the opportunity to participate in all the different aspects of work-based learning, school-based learning, and connecting activities. At the current time, none of the programs include all three components. She said they were looking at a school-to-work system because most students at the secondary level did not really understand how what they were learning was relevant to anything outside school. If they were in a system where what they were learning in school was coordinated or linked with what they did on a job, they could understand

better and learning would become more relevant.

After further discussion, Chairman Kaze thanked Dr. Karas for her presentation.

b. Status Report on Plan for Indian Education in Montana

Ellen Swaney, Director of American Indian/Minority Achievement, Commissioner's Office, discussed the status of "A Plan for American Indian Education in Montana." Ms. Swaney said she was looking forward to presenting additional information later in the year about the TRACKS project so the Board would have an official statistical report on the work that had been done during the past five years. Ms. Swaney said the information in the plan was the result of two large conferences in the state: the Pipeline conference hosted at MSU—Bozeman, and the Montana Forum on Indian Education hosted by the K-12 systems. Ms. Swaney then reviewed the plan's 13 recommended goals, suggested actions, and current status as of fall 1995.

Concerning the second goal of establishing an American Indian advisory board, Chairman Kaze asked what approach they should use.

Commissioner Baker said he would be meeting November 28 with a sub-group of the TRACKS task force and suggested they discuss it at that time.

The Board also heard remarks from Deborah Wetsit, a member of the Board of Directors for the Montana Indian Education Association. Ms. Wetsit urged the Board to consider Ms. Swaney's report carefully. She noted it had been five years since the initial plan was developed. Looking back at some of the precedents established, she pointed out that the language of the Constitution talked about recognizing the unique cultural heritage of American Indian people, and their own mission statement with the Montana University System acknowledged the unique population of American Indians within that educational system. She also mentioned the legislature's action in passing Senate Joint Resolution 11, which states that the cultural heritage of the American Indian population will be recognized and seems to imply that the university system and the K-12 system have a sincere obligation to create an educated citizenry about the history and contemporary issues faced by this population.

After further discussion, Chairman Kaze thanked Ms. Swaney for her report.

c. Campus Safety Issues

Chief Legal Counsel LeRoy Schramm said this item was placed on the agenda at the request of the Regents as the result of an incident at MSU—Bozeman several years ago where two students were shot and killed in their dorm room by a third student. A civil trial this past summer found that the university was not negligent. Chief Counsel Schramm said the incident brought closer scrutiny to the nature of a school's obligation to their students to provide a safe environment.

Chief Counsel Schramm introduced MSU—Bozeman Legal Counsel Leslie Taylor, who provided an overview of the school's legal responsibilities in this area.

The Board then heard reports from Barbara Hollmann, Dean of Student Affairs at

UM—Missoula; and Allen Yarnell, Vice Provost for Student Affairs at MSU-Bozeman.

Dean Hollmann and Vice Provost Yarnell brought the Board up to date on campus security measures in place at the current time on their campuses and those planned for the future to provide student safety. Dean Hollmann distributed a document titled "With Your Personal Safety in Mind . . . Campus Security & Alcohol & Drug Guidelines" (on file), and Vice Provost Yarnell distributed the "1995-1996 Residence Hall Handbook" (on file).

In summary, Dean Hollmann said that while they had reduced the risk of violence from strangers, the problem of acquaintance violence still existed. They were working on that and had made some progress through education and awareness programs and monitoring behaviors. However, it still was the most difficult to resolve. While a school's constant diligence and concern could reduce risks on the campuses, they could not guarantee a risk-free environment.

Following discussion, Chairman Kaze thanked Legal Counsel Taylor, Dean Hollmann, and Vice Provost Yarnell for their presentations.

CAMPUS REPORTS

The University of Montana—Missoula

UM—Missoula Provost Kindrick noted that President Dennison sent his regrets for being unable to attend the Board meeting.

Provost Kindrick introduced the new associate provost, John Schwaller.

Provost Kindrick also announced that UM would likely be involved with the Pew Trust in an innovative student tracking system. He said they were uncertain at that time whether their institution would be involved or whether the commissioner's office would be involved, but they had been invited to serve as a beta site for the new system developed at the University of Pennsylvania.

Western Montana College of The University of Montana

Western Montana College of The UM Chancellor Sheila Stearns said in reference to the security and safety issue, Western had received a significant FIPSE grant over the summer to improve alcohol awareness and decrease alcohol abuse.

Chancellor Stearns also announced that Western's football team was the Frontier Conference champion and was in Ohio to play in the semi-finals the following day.

Montana State University—Bozeman

MSU—Bozeman President Michael Malone introduced the new interim vice provost for academic affairs, Joe Fedock.

President Malone distributed the "Guide to Academic Programs" (on file) for the MSU campuses.

COMMISSIONER'S REPORT

Commissioner Baker asked the Board to approve **ITEM 89-101-R1195—Rural Physicians Incentive Program; Office of the Commissioner of Higher Education.** Commissioner Baker said the item should have been on the Consent Agenda, but the appointment of David J. Kaderis of Forsyth, Montana, had not been made in time for the Board agenda mailing.

- ▶ **Regent Davison moved that the Board approve ITEM 89-101-R1195. The motion passed unanimously.**

Chairman Kaze thanked President Malone and his staff for hosting the Regents' meeting.

With no other business to come before the Board, the meeting adjourned at 4:00 p.m.

Mailed to the Board of Regents on

November 3, 1995

(Date)

Rose M. Bond

*Rose M. Bond
Secretary to the Board of Regents*

Approved by the Board of Regents on

November 17, 1995

(Date)

Jim Kaze

*Jim Kaze, Chairman
Board of Regents of Higher Education*