

Faculty Senate Agenda
4/11/2025
Noon-1 p.m.
Mill 201

- I. Welcome and minutes: <https://mtech.edu/facultystaff/facultysenate/minutes/docs/2025/minutes-3-28-25.pdf>

Action Items

- II. CRC Recommendations ([CRC4-4-25](#)) – link expires 4/12)
- a. CLSPS – Business
 - b. LCME – Electrical Engineering
 - c. CLSPS – Mathematics
 - d. LCME – Mechanical Engineering
 - e. LCME – Metallurgical Engineering
 - f. LCME – Civil Engineering
 - g. LCME Computer Science
 - h. LCME – Safety Health and Industrial Hygiene
- III. Senate Officer Election
- a. Secretary
 - b. Vice Chair
 - c. Chair
- IV. Feedback on Policy
- a. Honorary Degree
 - b. Posthumous Degree
- V. Proposed change to course evaluations
- a. Current Evaluations
 - b. IDEA SRI / Anthology Resources
 - c. Sub-Committee on Evaluation Drafts

Information Items

- VI. Reserved for Provost and Montana Tech Administration

Discussion Items

- VII. For the Good of the Order

DRAFT

Honorary Degree Policy

Subject:

Academic Affairs

Policy Number:

322.1

Revised:

Effective date:

May 1, 2025

Review date:

May 1, 2028

Responsible Party:

Provost and Executive Vice Chancellor of Academic Affairs

Historical Versions:

N/A - link to BOR policy [here](#).

Introduction and Purpose:

The purpose of this policy is to establish the criteria for the award of honorary degrees to individuals as allowed by the Montana Board of Regents in [BOR Policy 322.1](#).

Policy:

Montana Technological University may award an honorary degree to individuals who:

- Have an association with Montana Technological University and/or the State of Montana by virtue of birth, of residence, of education, of service, or of direct contribution to the well-being of the state's citizens.
- Have achieved a level of distinction which would merit comparable recognition in his or her profession or area of excellence.
- Will reflect favorably on Montana Technological University, Montana University System, and the State of Montana.

To protect the privacy of nominees, all involved must maintain complete confidentiality at every step of the nomination and approval process.

Long tenure in a position, personal durability and above average service, while praiseworthy do not equate with merit as conceived in these criteria. Honorary degrees

are rightfully conferred in acknowledgment of a full and distinguished career or extraordinary impact in their field, and may also be conferred upon distinguished young achievers.

The Office of the Provost oversees the process and procedures related to the nomination, review, and approval of proposed honorary degrees.

Internal control considerations, if applicable:

Adopted by: (Chancellor)

Date

Procedures:

The honorary doctorate is the highest honor Montana Technological University can confer upon an individual. Faculty and any other interested persons may nominate qualified individuals for an honorary degree by submitting a letter of nomination and supporting materials to the Honorary Degree Committee.

Supporting materials may include letters of support from nationally or internationally known leaders in the area of endeavor of the nominee, from faculty/staff/students, past and present, and from others who have been impacted by the nominee. Additionally, documentation such as press articles, professional organization honors, and other materials demonstrating the candidate’s notoriety usually accompany nominations.

Nominees lacking a direct connection to Montana Technological University or Montana but whose extraordinary accomplishments have either benefited Montanans directly, or whose stature will serve as an outstanding role model to young people, may be considered and require special justification.

Current employees of the Montana University System are not eligible.

Nominations for an honorary doctorate to be awarded at Spring commencement must be received by November 10th, preceding the commencement date in May. Nominations for an honorary doctorate to be awarded at Fall commencement must be received by April 10th, preceding the commencement date in December.

The Honorary Doctorate Committee reviews the nominations and provides a list of potential nominees to the Chancellor. If approved by the Chancellor, the nominees are voted on by faculty senate leadership in a closed session during, or immediately prior to, the final week of academic instruction of the semester. The names of honorary degree candidates, and supporting material, will be sent to the President of the University of Montana immediately following recommendation by Faculty Senate Leadership.

Upon recommendation by the UM President, the final recommendation is forwarded to the Montana Commissioner of Higher Education and the Montana Board of Regents for ultimate approval.

To protect the privacy of nominees, all persons involved in the process must maintain complete confidentiality at every step of the nomination and approval process.

The Chancellor will contact the successful nominees after the Board of Regents has approved their selection.

The Honorary Doctorate Committee shall include the provost and four additional members who will be appointed by the Provost. These shall include 1 faculty member from the College of Letters, Science, and Professional Studies, 1 faculty member from the Lance College of Mines and Engineering, 1 professional employee, and 1 at-large member.

DRAFT

Consideration of Posthumous Degree Candidates Policy

Subject:

Academic Affairs

Policy Number:

325

Revised:

Effective date:

May 1, 2025

Review date:

May 1, 2028

Responsible Party:

Provost and Executive Vice Chancellor of Academic Affairs

Historical Versions:

N/A

Introduction and Purpose:

In exceptional circumstances, the university can recommend to the Board of Regents that a degree from Montana Technological University be awarded posthumously.

An appropriate degree may be awarded on the recommendation of the student's major department chair, with support from the appropriate college dean, approval by the Provost and the Chancellor and approval of the Board of Regents.

Policy:

To be considered for a posthumous degree, the student must meet the following requirements:

- A. the student was in good academic standing, and
- B. the student had completed two thirds (2/3) of the credits requirements for the degree to be awarded.

In the case of graduate students, the major professor, department head and college dean shall recommend to the Graduate Dean and the Graduate Dean's Counsel potential recipients of posthumous degrees.

Procedures:

Requests for posthumous degrees will be forwarded to the registrar along with:

- 1) Student's full name and degree program
- 2) Confirmation that student is deceased (obituary, etc.)

Registrar will confirm whether policy requirements have been met. If the requirements are met, the registrar will submit the request to the Faculty Senate, as an independent item, at the same meeting where standard degree candidates are presented for approval.

Notification of faculty approval will be forwarded to the Chancellor immediately following the meeting. The Chancellor will notify the requester.

The Registrar will be notified and the degree will be awarded at a subsequent commencement ceremony or presented to the student's family in an appropriate setting.

Diplomas for posthumous degrees will be identical to other degrees awarded as all certified Montana Technological University degrees. Posthumous degrees will appear in the commencement program. Posthumous degrees will not appear on transcripts.

Internal control considerations, if applicable:

Adopted by: (Chancellor)

Date

MONTANA TECH COURSE INSTRUCTION EVALUATION FORM

Please use the following scale for your response to each item.
Questions 1 - 25 refer to the instructor of the course.

CRN NUMBER				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

NOT APPLICABLE				
STRONGLY DISAGREE				
DISAGREE				
NEITHER AGREE NOR DISAGREE				
AGREE				
STRONGLY AGREE				

1. The instructor is well prepared.	5	4	3	2	1	0
2. The instructor stresses general concepts and ideas.	5	4	3	2	1	0
3. The instructor uses examples and illustrations.	5	4	3	2	1	0
4. The instructor gives references for more interesting and involved points.	5	4	3	2	1	0
5. The instructor explains clearly.	5	4	3	2	1	0
6. The instructor gives lectures that are easy to outline.	5	4	3	2	1	0
7. The instructor states the objectives of each class.	5	4	3	2	1	0
8. The instructor summarizes to emphasize the major points.	5	4	3	2	1	0
9. The instructor makes a few major points during lecture rather than many.	5	4	3	2	1	0
10. The instructor identifies what he or she considers important for the purposes of testing and evaluation.	5	4	3	2	1	0
11. The instructor uses exams and various assignments effectively for synthesis and evaluation.	5	4	3	2	1	0
12. The instructor is fair and impartial in grading assignments, exams, quizzes, etc.	5	4	3	2	1	0
13. The instructor keeps students informed of their progress.	5	4	3	2	1	0
14. The instructor is helpful and responsive to students.	5	4	3	2	1	0
15. The instructor encourages class discussion/participation.	5	4	3	2	1	0
16. The instructor asks questions of students.	5	4	3	2	1	0
17. The instructor is willing to listen to student questions and opinions.	5	4	3	2	1	0
18. The instructor is available for extra help during his/her office hours or by appointment.	5	4	3	2	1	0
19. The instructor has a concern for the quality of teaching and learning.	5	4	3	2	1	0
20. The instructor encourages students to challenge themselves and do high quality work.	5	4	3	2	1	0
21. The instructor treats students with respect.	5	4	3	2	1	0
22. The instructor has an effective style of presentation.	5	4	3	2	1	0
23. The instructor has a strong command of the subject matter.	5	4	3	2	1	0
24. The instructor is enthusiastic.	5	4	3	2	1	0
25. The quality of teaching was very effective in contributing to my learning.	5	4	3	2	1	0



Teaching Essentials Instrument

Sample Student Survey

The Instructor:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Please answer the following for Sample Instructor:

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
Displayed a personal interest in students and their learning	<input type="radio"/>				
Found ways to help students answer their own questions	<input type="radio"/>				
Demonstrated the importance and significance of the subject matter	<input type="radio"/>				
Made it clear how each topic fit into the course	<input type="radio"/>				
Explained course material clearly and concisely	<input type="radio"/>				
Introduced stimulating ideas about the subject	<input type="radio"/>				
Inspired students to set and achieve goals which really challenged them	<input type="radio"/>				

Please answer the following for Sample Instructor:

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True
As a rule, I put forth more effort than other students on academic work.	<input type="radio"/>				
My background prepared me well for this course's requirements.	<input type="radio"/>				
I really wanted to take this course regardless of who taught it.	<input type="radio"/>				



Teaching Essentials Instrument

Sample Student Survey

Please answer the following for Sample Instructor:

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True
Overall, I rate this instructor an excellent teacher.	<input type="radio"/>				
Overall, I rate this course as excellent.	<input type="radio"/>				

Please answer the following for Sample Instructor:

Comments

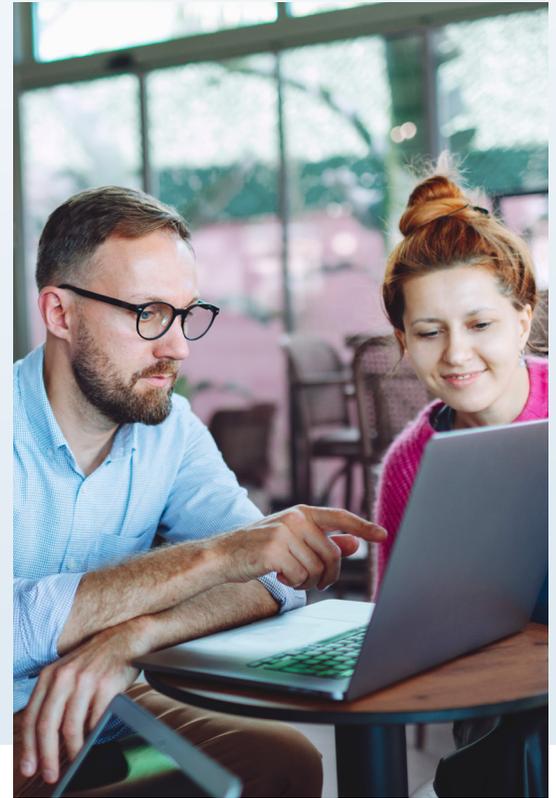
- End of Survey -

Note: A custom question feature is also available and may be used to apply additional questions to individual surveys, across courses, program areas or institution-wide.

anthology® Evaluate

Course feedback to improve teaching and learning

Go beyond surface-level feedback to gather perceptions of students' learning. Anthology® Evaluate streamlines the course evaluation process from start to finish, helping institutions to gain a deeper understanding of their learners by simplifying the collection of feedback and providing reports to allow data-informed decisions to be made and deeper insights applied to improve learning experiences.

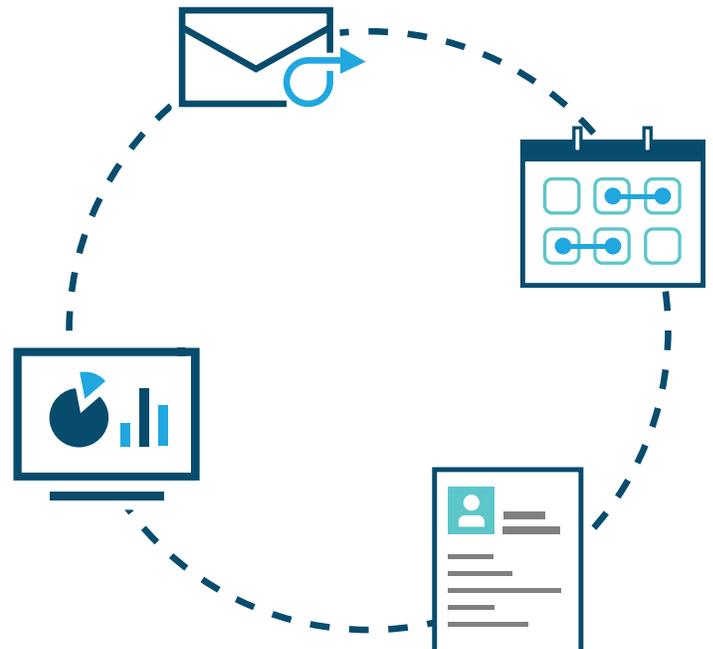


Build an ideal process for course evaluations

When it comes to course evaluations, each institution has unique needs and requirements. With Anthology Evaluate, institutions can take advantage of enhanced functionality including normed and validated instruments to go beyond a standard course evaluation, or design their own instruments, ensuring a comprehensive collection of learner feedback.

Elevate your teaching and learning experiences

Recommendations for development which consider both instructor goals and student self-rated progress can further improve teaching and learning experiences. Anthology Evaluate empowers instructors with feedback from learners on their perceived progress on learning objectives and on the frequency of teaching methods to get a better understanding of strengths and opportunities for potential improvement.



Measure, analyze, improve

Anthology Evaluate can easily collect students' perception of learning thanks to multiple feedback options and custom questions. Data is provided to instructors for interpretation, so that the results can be transformed into actionable steps for improvement. This allows instructors to enhance their current teaching process and test new approaches to their methods.

Full email automation and powerful reporting capabilities

The robust reporting provided by Anthology Evaluate brings institutions usable information to make data-informed decisions and guide instructors in teaching more effectively. Also, the built-in modern email automation is a time saver that helps institutions streamline the administrative process of evaluations.

LMS agnostic

By using an LTI integration, learners can automatically access Anthology Evaluate within their learning management system, which boosts response rates by making the evaluations accessible and centralized within one tool.

Anthology offers two editions to efficiently meet your unique course evaluation needs:

Enhanced: Includes the Idea System, providing institutions with the flexibility of choosing from a comprehensive set of three nationally normed, validated, and reliable evaluation instruments as well as advanced reporting.

Core: Empowers institutions to use their own course evaluation instruments and leverage evaluation data into program planning, accreditation, and administrative review processes.



Anthology Evaluate...

Has facilitated more than **840 million course evaluation responses**, helping institutions to make better data-informed improvement decisions

Provides evaluation instruments within the Idea System which are a result of **over 45 years of research** in teaching and learning, and have been continuously developed and refined over time



	Learning Objective Selection	<input checked="" type="checkbox"/>	
	Adaptive Instructor Feedback	<input checked="" type="checkbox"/>	
	Scoring Adjustment	<input checked="" type="checkbox"/>	
	Idea Evaluation Instruments	<input checked="" type="checkbox"/>	
	Comparison Data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Evaluation Custom Questions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Reporting and Emails	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Discover the Anthology Evaluate solution today. anthology.com/evaluate



MONTANA TECH

Evaluation for Face to Face Lecture Courses

<CRN, Dept, Course Number, Course Name, Semester, Year, Instructor>

Student

- a. Was this course required for your major or was it an elective? Required Elective
b. What grade do you expect in this course? F D C B A
c. How much time did you spend on this course outside of class? _____ hrs/wk
d. How much outside time involved the instructor (office hours/appointment)? _____ hrs/wk

Course Evaluations are routinely used so courses and labs can be adjusted based on your input. Both positive comments and constructive criticism are welcome. It is important to note that your input is used by the instructors to improve all courses and labs and thereby help future students taking them. This evaluation will not be seen by the instructor until after the course is completed and grades are submitted.

Instructor

	1 = Strongly disagree	2 = Disagree	3 = Neither agree nor disagree	4 = Agree	5 = Strongly agree
1. was prepared for lecture and maintained effective teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. provided and reviewed a syllabus that included course objectives and outcomes (see below).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. used various assignments, quizzes and/or exams effectively for evaluation and synthesis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. used fair evaluation and synthesis methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. gave timely feedback that helped students prepare for future assignments, quizzes and/or exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. was responsive and available during office hours or by appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. used lecture time efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. encouraged students to challenge themselves and produce quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

What do you like best about the course/instruction?

What do you like least about the course/instruction?

What do you recommend for improving the course/instruction?

Feedback for other students: What advice would you give to another student who is considering taking this course (or section)?

Please provide additional comments.

MONTANA TECH

Evaluation for Face to Face Lecture Courses

<CRN, Dept, Course Number, Course Name, Semester, Year, Instructor>

Course Evaluations are routinely used so courses and labs can be adjusted based on your input. Both positive comments and constructive criticism are welcome. It is important to note that your input is used by the instructors to improve all courses and labs and thereby help future students taking them. This evaluation will not be seen by the instructor until after the course is completed and grades are submitted.

Course Objectives – Please indicate if the following objectives were met or not met and comment

The student will:

Course Objective #1: _____ <type in the objective here> _____

Met Not Met

Comments _____

Course Objective #2: _____ <type in the objective here> _____

Met Not Met

Comments _____

Add more Course Objectives as needed

Course Outcomes – Please indicate if the following outcomes were met or not met and comment

The student will:

Course Outcome #1: _____ <type in the outcome here> _____

Met Not Met

Comments _____

Course Outcome #2: _____ <type in the outcome here> _____

Met Not Met

Comments _____

Add more Course Outcomes as needed

MONTANA TECH

Evaluation for Distance Courses (fully-online)

<CRN, Dept, Course Number, Course Name, Semester, Year, Instructor>

Student

- | | | |
|---|--------------|----------|
| a. Was this course required for your major or was it an elective? | Required | Elective |
| b. What grade do you expect in this course? | F D C | B A |
| c. How much time did you spend on this course (including in-class and independently)? | _____ hrs/wk | |
| d. Did you take advantage of the instructor's online office hours? | Yes | No |
| e. Did you find the flexibility of a fully-online schedule useful? | Yes | No |

Course Evaluations are routinely used so courses and labs can be adjusted based on your input. Both positive comments and constructive criticism are welcome. It is important to note that your input is used by the instructors to improve all courses and labs and thereby help future students taking them. This evaluation will not be seen by the instructor until after the course is completed and grades are submitted.

Instructor

	1 = Strongly disagree	2 = Disagree	3 = Neither agree nor disagree	4 = Agree	5 = Strongly agree
1. provided clear directions for course exercises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. provided clearly stated course objectives and outcomes in a syllabus or other location (see below).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. provided access to resources needed to complete the course work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. articulated clearly the expected standards of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. gave timely feedback that helped students prepare and improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. was responsive and available during office hours or by appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. provided opportunities for interaction with the content, other learners, and/or the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. was present for online discussions and interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MONTANA TECH

Evaluation for Distance Courses (fully-online)

<CRN, Dept, Course Number, Course Name, Semester, Year, Instructor>

Design

1. was effectively and logically organized.	<input type="radio"/>				
2. provided a fully-online schedule resulting in a seamless experience.	<input type="radio"/>				
3. had assignments and lectures that were useful and complemented each other.	<input type="radio"/>				
4. offered clear instructions for accessing course materials (including manuals, handouts, Apps and tools, audio or video recordings, etc.).	<input type="radio"/>				
5. provided opportunities for low-stakes assessment such as self-evaluation to measure learning (formative assessment) throughout the course.	<input type="radio"/>				

Comments

What do you like best about the course/instruction?

What do you like least about the course/instruction?

What do you recommend for improving the course/instruction?

Feedback for other students: What advice would you give to another student who is considering taking this course (or section)?

Please provide additional comments.

MONTANA TECH

Evaluation for Distance Courses (fully-online)

<CRN, Dept, Course Number, Course Name, Semester, Year, Instructor>

Course Evaluations are routinely used so courses and labs can be adjusted based on your input. Both positive comments and constructive criticism are welcome. It is important to note that your input is used by the instructors to improve all courses and labs and thereby help future students taking them. This evaluation will not be seen by the instructor until after the course is completed and grades are submitted.

Course Objectives – Please indicate if the following objectives were met or not met and comment

The student will:

Course Objective #1: _____ <type in the objective here> _____

Met Not Met

Comments _____

Course Objective #2: _____ <type in the objective here> _____

Met Not Met

Comments _____

Add more Course Objectives as needed

Course Outcomes – Please indicate if the following outcomes were met or not met and comment

The student will:

Course Outcome #1: _____ <type in the outcome here> _____

Met Not Met

Comments _____

Course Outcome #2: _____ <type in the outcome here> _____

Met Not Met

Comments _____

Add more Course Outcomes as needed