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## Campus Assembly minutes 02/25/2015

Campus Assembly

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Campus Assembly Meeting  
February 25, 2015

**I. Chancellor's Remarks.**

Chancellor Johnson gave the following remarks, "My remarks will be brief so we can get through our agenda and our business in good time—we have multiple competing events later this afternoon and I want to encourage us to participate in them!

Our men's and women's basketball teams are competing in UMAC semifinals this evening—the women against St. Scholastica at 5:30 pm—it's our women's sixth straight conference championship, an honor that they share or "split" with Northwestern. And our men compete at 7:00 pm—playing against North Central, so I do encourage all of you to come out and support our cougars.

Also, right after Campus Assembly, I invite you to join me as we gather in Louie's Lower Level to celebrate Pride Week with a cupcake extravaganza! So much to celebrate here as we end the month of February, including what has been a multi-faceted celebration of Black History month.

We are in the final stages of preparing our budget materials for our annual compact meeting in the Twin Cities next Thursday. We have had a series of discussions with our Finance Committee about the budget model—guided by the assumptions of a tuition freeze in exchange for a more or less equivalent state allocation; a 2% salary increase pool; and our latest budget reduction target of \$306,000, a target which we are able to meet in large part through the election of a voluntary lay off option.

We had a lively discussion this week on Monday at MCSA Forum around the possibility of an increase in our non-resident tuition, accompanied by a very thoughtful resolution from our students in opposition to this possibility. I will tell you what I told our students—and that is that there is not a non-resident tuition increase included in our budget proposal for FY 16—though there are multiple fee increase proposed, including one requested by our student activities advocates. While I expect we will have some additional conversation around the non-resident tuition increase in the coming months, I think it is unlikely that we will pursue this in the near future.

I have scheduled a community meeting on March 16 at noon in the Cow Palace to go over details of that meeting and I invite anyone interested to join me there.

I'll conclude with that and let's move into our agenda."

**II. For Action. From the Steering Committee. Minutes from 12/2/14 Campus Assembly meeting approved as presented. Motion passed by unanimous voice vote.**

**III. Old Business.**

**A. For information. Reminder of Constitution review process.**

Jennifer Goodnough said the task force has met once and were given their charge from the Steering Committee. The plan is to 'divide and conquer' the suggestions we've been given, ones we may find, and any that may be given to us in the near future. The division will be into two categories: 1) "Corrections/Conflicts/Missing" stuff which will hopefully be low-level and not too controversial and not requiring great consultation—these will be a good test of how amendable our constitution/by-laws are. 2) "Actual Changes" these would be substantial issues requiring more discussion and the changes could be controversial necessitating feedback/discussion/forum options before a final proposal. The timeline on this would be next year after we've tested whether we can make "little" changes first. Members of the task force include: Jennifer Goodnough, Mary Elizabeth Bezanson, Jenna Ray, Allison Wolf, Matt Zaske and Jennifer Herrmann. Please contact any members of the task force if you have comments or suggestions.

**B. For information. From the Student Affairs Committee: Revised Student Leadership Eligibility Policy.**

Dave Israels-Swenson and Ashley Dial presented the following information:

- The University of Minnesota, Morris values student leadership and engagement as important contributors to student learning and development, as well as key components of UMM's distinctive shared governance and campus life. The campus is committed to creating an environment for student leadership that recognizes, supports, and enriches student academic success.
- Many of our key student leadership positions already have academic requirements.
- Many other schools have similar policies.
- This policy applies to students holding leadership positions in Student Organizations and on Athletic teams.
- Degree-seeking students who maintain enrollment in eight (8) or more credit hours in residence are in good academic standing and making satisfactory academic progress may run, apply for and hold student leadership positions. Failure to meet these standards does not preclude a student's membership or participation in a student organization, only in holding leadership roles.
- Students who have a cumulative or single semester GPA of below 2.250 will receive an activities alert and will be asked to meet with the Director of Student Activities or Athletic Director. The purpose of this meeting is to address concerns, assure students have knowledge of and access to support services and develop a plan to improve their academic performance.
- Students who become ineligible for a leadership position by failing to meet the requirements for good academic standing or making satisfactory academic progress may appeal to the Director of Student Activities or Athletic Director as appropriate. When the student making the appeal is advised by the Director, an alternate representative from Student Affairs will hear the appeal. Grounds for appeal include but are not limited to fewer than eight credits in the final semester of enrollment, extenuating non-academic circumstances, or academic accommodations.
- The Student Affairs Committee will be holding the following open forums on:
  - Wednesday, March 18 @ 3 pm in the Moccasin Flower Room
  - Wednesday, March 18 @ 7 pm in Imholte 109

#### **IV. New Business.**

##### **A. For Information. From the Academic Support Services Committee. Task Force report on Technology, Access and Instruction.**

Matt Senger reported that the Technology, Access, and Instruction (TAI) working group was created by the Dean to assess the state of accessibility, especially as it relates to instruction, on campus. Members of the TAI group included: Matt Senger, Chlene Anderson, Nancy Cheeseman, Ramsay Bohm, Peter Bremer, Pam Gades, Heather Peters, Kari Hanson and Nicole Palmer. The concept of accessibility focuses on enabling access for everyone either through conventional means or through the use of assistive technology. Adopting accessibility best practices brings benefits to everyone. The presentation summary is attached to these minutes.

Chris Dalager added there will be awareness opportunities and all kinds of suggestions in the coming year. The group anticipates creating testimonials about ongoing needs and every year the group will review and address those issues.

Chancellor Johnson noted there is a long history on this campus in relation to access and diversity and at its core is the importance we place on accessibility. A recent article in the Minnesota Daily focused on the issue of physical inaccessibility and that is really a change for some of the buildings on this campus. She thanked everyone who contributed to the report.

##### **B. For Information. From the Planning Committee. Update on UMM Strategic Plan.**

Jon Anderson reported that in fall semester 2014, the Planning Committee reviewed the previous Strategic Plan and went through and developed items and ideas that the committee thought rose to level of higher priority. Jon walked through priorities that were included in the agenda.

Comments:

Sandy Olson-Loy appreciated the work of the committee and likes the first two items in terms of multicultural and diversification of curriculum. She believes it tends to tilt heavily towards international and encouraged the committee to think more about domestic diversity.

Hilda Ladner echoed Sandy's comment about diversity and also wondered if there should be some acknowledgement of work that is already in progress, for example, in terms of green initiatives, we could list our leadership programs in sustainability.

Roland Guyotte asked if the committee has moved beyond the listed priorities to thinking about a timeline.

Chancellor Johnson said she would like to continue the conversation and come to some sort of affirmation of the strategic initiatives. She believes it is in our best interest that our strategic priorities align with the Twin Cities strategic plan. The other connection includes the university's comprehensive campaign and how our priorities are aligned with our case for philanthropic support.

Jon added that in some places we are consistent with the Twin Cities and in other places we are not. He encouraged comments/suggestions about process and how to refine and move forward

### **C. For Information. From the Membership Committee. Update on Spring Elections.**

Nancy Carpenter reported that the Membership Committee wanted to run the elections this year using the Simply Voting software used by multiple universities but can't because our constitution will not allow it. We submitted a proposal to amend the constitution but that has not happened yet so we will be using paper ballots at the next Campus Assembly meeting. Membership recommends that no other business be conducted while voting so it could be a long assembly meeting and you may want to think about some sort of entertainment.

### **V. Campus Committee Reports.**

Kristin Lamberty reported the Assessment of Student Learning committee has been splitting in teams to tackle some of the extra work. The committee is still looking for anecdotal evidence about your discipline or program.

Brad Deane, chair of the VCAA search, thanked the campus community who have been so gracious to our visitors and supported the process. He reminded everyone to send your feedback to the survey link. It goes without saying this process will have a big effect on our institution so it's important to make your voices known. The search committee will meet on Monday, March 2 with the evaluation process.

### **VI. All University Reports.**

As the rep to the University's Faculty Consultative Committee, Janet Ericksen reported that the Minnesota legislators will be asked to vote for members of the Board of Regents. She encouraged people to contact their state senator and representative, both of whom will vote on all 5 of the seats that are being renewed. Only Districts 1 and 3 have two Regent candidates on the slate. She will send out a message to the campus with information on how people can get the names and phone numbers for their senators and representatives. Please contact Janet if you have additional questions.

Jim Hall said the new date for the ESUP upgrade is April 10. The reason for the delay is that this is the biggest project the university has ever worked on and they needed more time to get things done right. There will be some training opportunities as we approach the cut off date. If you are not following the upgrade, he urged people to do so at: [upgrade.umn.edu](http://upgrade.umn.edu).

### **VII. Announcements.**

Jayce Koester encouraged everyone to attend the cupcake social tonight at 7:00 pm in Louie's Lower Level. Tech fee hearings will be held this weekend in Sci 1020.

### **VIII. Adjournment.**

Meeting adjourned at 5:40 pm

# UNIVERSITY OF MINNESOTA MORRIS

## Technology, Access and Instruction working group report summary

Submitted May 2014

### Technology, Access and Instruction (TAI) Working Group Membership

#### Steering Group

- Matt Senger. Web Administrator, Computing Services
- Chlene Anderson. Coordinator, Online Learning
- Nancy Cheeseman. LPC, Director, Office of Academic Success and Disability Services  
Coordinator

#### TAI Group

- Matt Senger. Web Administrator, Computing Services
- Chlene Anderson. Coordinator, Online Learning
- Nancy Cheeseman. LPC, Director, Office of Academic Success and Disability Services  
Coordinator
- Ramsay Bohm. User Support Coordinator, Instructional and Media Technologies
- Peter Bremer. Associate Librarian, Briggs Library (replaced William Straub, Assistant  
Librarian)
- Pam Gades. Technology for Teaching and Learning Coordinator, Instructional and Media  
Technologies
- Heather Peters PhD. Assistant Professor, Psychology
- Kari Hanson and Nicole Palmer. UMM Students

On November 25, 2013, the Office of Academic Success (OAS) Director and Disability Services (DS) Coordinator Nancy Cheeseman, requested the Vice Chancellor for Academic Affairs and Dean (VCAA/Dean) to appoint a working group charged with achieving a set of outcomes to address these concerns and select participants. This working group, known as **Technology, Access, and Instruction (TAI)** consists of the following members.

## **Expected Outcomes**

1. To identify barriers to student access to instructional material.
2. To generate a list of achievable goals to reduce these barriers over the next 12, 24, and 36 months.
3. To create a plan for realizing these goals.

## **Process**

The working group was organized into four subgroups with a separate facilitator for each.

- Facilities: Peter Bremer (replaced William Straub)
- Media: Pam Gades
- Software: Ramsay Bohm
- Web: Matt Senger

Each facilitator was responsible for recruiting participants from the original group as well as various campus departments and disciplines. Each subgroup set up its own meetings to investigate and document sections. All subgroup facilitators met monthly to review the progress and report on subgroup activities.

## **Findings and Recommendations**

As a land-grant institution, the University of Minnesota, Morris has an obligation to provide access, equal opportunity and reasonable accommodations to admitted students with disabilities. This provision also makes the University of Minnesota a preferential institution for any student receiving state services (e.g. State Services for the Blind, Vocational Rehabilitation, Veterans Affairs) and in need of accommodations for technology, instruction and access.

After months of careful research and discussion between members of the four TAI subgroups, two recurring priorities were identified independently by the subgroups.

### **Priorities**

#### **Staffing Priority**

Additional full-time staff dedicated to accessibility is needed to increase campus awareness, lead education and training in Universal Design, promote accessible choices in the purchasing process, and assist students with needed alternate formats and technology tools for accessibility.

#### **Awareness Campaign and Educational Plan**

A well-designed, campus-wide awareness campaign and educational plan is needed to ensure universal access to all web, media, software and facilities. Implementation requires significant staff time dedicated to the research, coordination and development of materials to be shared with the campus.

## **Barriers**

### **Staffing Barrier**

Limited personnel on campus presents a major barrier to providing the knowledge, skills, and education necessary for implementation of the best practices in Universal Design for learning and technology accessibility. These staffing concerns include:

- limited staffing in the Disability Services office;
- limited personnel with assistive technology experience in campus IT units;
- financial resources to support personnel and initiatives;
- awareness and education in the area of Universal Design for learning and accessible documents;
- and representation of disability services in campus governance.

### **Awareness/Education Barrier**

Limited campus awareness of accessibility concerns and the impact non-accessible media have on students is a significant barrier in the adoption of best practices for the creation and maintenance of course materials.

- Limited awareness and education in Universal Design for Learning, strategies and methods as a supplement to instruction of courses and materials
- Limited awareness of existing resources available to the campus community.
- Limited campus infrastructure dedicated to education and support of accessibility best practices.
- Limited campus infrastructure to address concerns and issues related to topics pertaining to all aspects of accessible technology.
- Limited awareness of web accessibility best practices. Many non-Moodle course websites are inaccessible.
- Voluntary compliance of accessibility best practices has been insufficient to meet the needs of students

### **Alternate Format Requests Barrier**

Limited awareness and absence of established deadlines and timely communication for alternate format requests present an obstacle to the development and/or obtaining textbooks and course materials.

- Limited faculty expertise in developing alternate format requests (i.e. textbook, powerpoints, lecture materials, assignments, exams, videos, and other print/written documents).
- The effort of converting course materials into alternate and accessible materials is viewed as time consuming. This includes
  - video captioning;
  - youtube conversion of text;
  - pdf conversion;
  - and websites.

- Limited faculty awareness of accessibility when selecting software and applications to be used in courses.
- Limited compliance of existing procedures for submission of required course textbooks.
- Limited knowledge of publishers who supply alternate formats for textbooks.

### **Course Materials Barrier**

- Limited time, knowledge, skills, and education on conversion of course materials.
- Limited staff with expertise to assist faculty in converting course materials (current or new courses), such as captioning for videos, PDFs of written materials including exams.
- Awareness of critical due dates for textbook adoption, selection and requesting to bookstore.
- Lead time for disability services to request textbooks in alternate formats (students requesting accommodations during first week of classes, textbooks not available due to no selection, students with state services need additional time for requesting books).
- Limited adoption of required University Policies regarding syllabus statements.

### **Technology Purchase Barrier**

- Insufficient involvement of Disability Services and Information Technology Offices in the purchase process.
- Limited awareness and adoption of central purchasing models.
- Limited staff expertise in assessing available accessible software for the diverse uses needed across disciplines.

### **Campus Information Technology Alignment Barrier**

The current campus Information Technology (IT) environment complicates the effectiveness of campus-wide accessibility initiatives.

## **Recommended Actions**

### **Staffing**

- Review and invest in staffing dedicated to accessibility and assistive technology.
- Submit a formal request to add the Disability Services Coordinator to the Academic Support Services Committee.
  - Submitted Spring 2014

### **Awareness**

- Create a campus-wide awareness campaign to increase awareness of accessibility issues and available campus resources.
- Create an informal community of practice to facilitate communication about accessibility on campus.
- Increase awareness of critical due dates for textbook selection and submission to the campus bookstore.
- Increase awareness of Universal Design best practices.

### **Education**

- Provide educational opportunities on the following:
  - Universal Design
  - Creating accessible documents (word, pdf, google, etc)
  - Moodle course creation and management

### **Physical Facilities**

- Review the physical location of the Disability Services office

### **Technology Purchasing**

- Require Technology Fee submissions to have an accessibility consultation.
  - Implemented for fall 2014
- Increase the adoption rate of centralized purchasing models for technology equipment and software.