

9-27-2016

## Campus assembly minutes 09/27/2016

Campus Assembly

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Campus Assembly Meeting  
September 27, 2016

**I. Chancellor's Remarks.**

Chancellor Johnson gave the following remarks: “Welcome to the first campus assembly of the 2016-2017 academic year and a special welcome to those of you who are new. In just a moment, we are going to hear from Michael Korth, Associate Professor of Physics, on the importance of the Assembly and also on the importance of shared governance in the history and life of this institution.

I remind you that in an effort to ensure that everyone has an opportunity to hear the words spoken here, you should use a microphone when you are speaking, and will you please remember to introduce yourself before you speak. You know who you are but don't assume that everyone else does.

Three things from me this afternoon:

First: At the request of the Regents of the University of Minnesota, President Kaler has launched a system wide strategic planning effort. The plan and process has been added to the digital well under campus assembly for your information and review. Stephen Lehmkuhle, Chancellor at Rochester, and Rebecca Ropers-Huilman, Associate Professor from the Twin Cities, have agreed to co-chair this effort. Each campus will have representation on the committee. I am asked to appoint an administrator who is familiar with undergraduate education; a faculty member who has system-wide perspective; and a student with that same understanding. I am in the process of conferring with the chairs of the membership committee, the planning committee (who by their constitutional charge can be expected to have a role both in system wide initiatives but also in Morris's own development of the new strategic plan when the new chancellor has been named), the Vice Chancellors group, and with Morris Campus Student Association to name Morris participants. I should be ready to announce that to you by the end of next week. The process for developing and affirming a system wide strategic plan has a short turn-around time at the Regents' request: they expect to receive and act on the final plan at their June, 2017 meeting. Important components of it will, I expect, include a system wide enrollment management plan, something the Regents have been requesting for at least a year – a summit regarding this was held in late August and was attended by UMM campus leaders – and suggestions for how to better leverage system-wide resources. There will be opportunities for campus participation in shaping the plan, and in affirming it before it goes to the Regents.

Second: If you have been paying attention to numbers/enrollment data, including recruitment and retention, you are aware that we fell short of the targets we included in our budget planning efforts last spring. That, combined with two years preceding where we met new student targets but not returning student targets, has required us to draw down the contingency fund that we established several years ago. Recall that we are required to submit a balanced budget. That also requires some careful planning and decision-making as we move into this next budget cycle – FY 18, the budget for the 2017-2018 fiscal years. We will be required to present an accounting of the previous year's budget, what we anticipate for this year's budget, and a balanced budget for 2017-2018 at our annual compact meeting in March. I will provide some details about this – the extent of the challenge; suggested ways to address it; the processes we have and will use; and the timeline for decisions – at the community meeting on Thursday, September 29 at 3:30 pm in the Cow Palace.

Third: Our academic year unfolds in the midst of a challenging and turbulent political, social, and cultural environment. This election cycle presents one of the most interesting in my memory – and my memory does harken all the way back to 1968. We have an opportunity here to model what I think we do best when we are our best: respect for others; civil and thoughtful discourse; critical examination of ideas; and the responsibility not only to speak and be heard, but also to listen and to hear. I am proud of what I have seen on this campus over the ten years that I have served as chancellor, and I hope to retain that pride this fall when we are called on more than ever to exercise and practice the values of liberal education.”

## **II . For Information. History of Campus Assembly.**

Michael Korth gave the following remarks:

“*Shared* governance systems are common to colleges and university across the United States. Such systems provide a structure for organizing and managing how certain aspects of the work of the institution are shared among various members of the institution. This is often contrasted with the command-and-control structure of the traditional corporate model.

Shared governance is appropriate at colleges and universities because deep expertise and profession-based authority is widely distributed across the institution and is not merely concentrated in a few individuals who are the designated deciders.

The American Association of University Professors, in their Joint Statement on Government of Colleges and Universities says,

“The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.”

In spite of having the word “students” in the first sentence just quoted, the AAUP statement goes on to assume little to no student involvement. In fact it leans toward a faculty senate model of governance.

UMM chose, almost fifty years ago, to have a more inclusive shared governance system, one that includes much more student and staff involvement than is typical. This broader involvement is manifest in the membership of Campus Assembly itself as well as of the committees of the assembly.

After describing a bit of the administrative structure at UMM, the UMM Constitution says: “The Campus Assembly is recognized by the University Senate as the official campus policy-making and legislative body. The powers and responsibilities include the following:

- A. “To establish appropriate policies, procedures, and regulations governing the campus and to act on all issues that materially affect the campus as a whole. Areas included are institutional mission, organizational structure, allocation of resources, budget, curriculum, academic support services, faculty development, honors, functions, admissions, retention, graduation, study abroad, student services, athletics, student activities, awards, financial aid, student behavior, and campus events. ”

The areas of responsibility of Campus Assembly form a lengthy list. Fortunately, we have committees to carry out much of the detail work. The areas of responsibility just mentioned are distributed to various committees. Those committees will bring items requiring Campus Assembly approval or items of general interest back to the assembly. We have a lot of committees and periodically we complain about having too many, but when we talk about eliminating one, we hesitate to do so because we do not wish to give up that voice.

So here we are. As the Campus Assembly, we bring together a great wealth of expertise and experience. UMM's shared governance structure gives us an opportunity to be engaged in striving together to ensure the continuing success of our campus.

For a bit more actual history of the Campus Assembly, I recommend Roland Guyotte's 2006 article on the subject. It can be found on the Campus Assembly webpage."

**III. For Action. From the Steering Committee. Minutes from 4/21/16 Campus Assembly meeting approved as presented. Motion passed by unanimous voice vote.**

**IV. Old Business.**

**A. For Information.** From the Constitution Review Committee. Review proposed amendment group 2.

Michael Korth said the Constitution Review committee consists of himself, Dave Israel-Swenson and Matt Zaske. The proposed amendments group 2 was brought for information at the last assembly meeting in the spring. The review committee has made a request to the Steering Committee that this set of proposed amendments go to assembly members for a vote. The proposed amendments are attached to these minutes.

**V. New Business.**

**A. For Action. From the Curriculum Committee. Course changes for 2017-19 course catalog were approved as presented. Motion passed by unanimous voice vote.**

**Division of Education Proposals:**

**Education (Ed)**

Course Revisions: 2121, 2601

**Elementary Education (ElEd)**

Course Revisions: 3111, 4201, 4202, 4204, 4206, 4207

Course Deactivation: 4205

**Secondary Education (SeEd)**

Course Revisions: 4104, 4201, 4202, 4204

Course Deactivation: 4205

**Sport Studies and Athletics (SSA)**

Course Revisions: 1219, 3172

New Course:

SSA 1108 - The Aussie Sport Experience: Culture, Identity and Impact (4 cr; IP)

**Division of Science and Mathematics Proposals:**

**Biology (Biol)**

Course Revisions: 2101, 2111, 3121, 3131, 4103, 4131, 4321, 4351

Course Deactivation: 1053, 4311

New Course:

Biol 4182 - Ecological Developmental Biology (4 cr)

**Chemistry (Chem)**

Course Revision: Chem 3411

Course Deactivations: 3401 (same as ESci 3401)

New Courses:

Chem 1006 - The Chemical World (4 cr; SCI)

Chem 1007 – The Chemical World with Lab (5 cr; SCI-L)  
Chem 3406 – Polymer Properties and Characterization (2 cr)  
Chem 3407 – Polymer Synthesis (2 cr)

**Computer Science (CSci)**

Course Revisions: 3402, 3403, 3501, 3601, 4454, 4554, 4555, 4556, 4557, 4654, 4901

**Environmental Science (ESci)**

Course Deactivations: 3401 (same as Chem 3401)

**Geology (Geol)**

Course Revisions: 2001, 2311, 3101, 3401, 3501, 3601

Course Deactivations: 1012, 3006

**Mathematics (Math)**

Course Revisions: 2111

Course Deactivations: 1014

**Physics (Phys)**

Course Revisions: 2301, 2401

**Statistics (Stat)**

Course Revisions: 4901

Course Deactivations: 4611

**B. For Information. From the Curriculum Committee. General Education Foreign Language Requirement.**

Regarding the proposed change to the Foreign Language Requirement in General Education, Bart Finzel reported that as part of the continuing review of our General Education program the Curriculum Committee began in 2011, the Committee has endorsed a change to the Foreign Language (FL) requirement to strengthen the skills component to general education and to ensure the student learning outcomes associated with our mission of "...preparing students to be global citizens..." are more likely to be met. The proposed change below is coming before the Campus Assembly for information and discussion at this time. The PowerPoint presented outlining the background is attached to these minutes.

**Foreign Language General Education Proposal**

The proposal would change the general education requirements on p. 65 of the 2015-17 Morris Catalog as follows:

1. General Education Requirements

(60 credits)

Goals of the General Education Requirements

**I. Intellectual Community**

**II. A. Writing for the Liberal Arts**

~~**B. Foreign Language:** To develop proficiency in a single language other than English at the level equivalent to the first full year of college language study.~~

**B. World Languages, Literatures, and Cultures:** To develop skills and knowledge in a single language and its literatures and cultures by completing a minimum of 8 credits of a world language or demonstrating proficiency equivalent to two years of college language study.

**C. Mathematical/Symbolic Reasoning:** To strengthen students' ability to formulate abstractions, construct proofs, and utilize symbols in formal systems.

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On page 66 of 2015-17 Morris Catalog, the proposal would change proviso i of the General Education requirements to the following:

~~**B. Foreign Language (FL)**—Proficiency in a single language other than English at the level equivalent to the first full year of college language study.~~

**B. World Languages, Literatures, and Cultures (WLLC):** To develop skills and knowledge in a single language and its literatures and cultures by completing a minimum of 8 credits of a world language or demonstrating proficiency equivalent to two years of college language study.

This requirement can be met in any one of the following ways:

- ~~by successfully completing a beginning language II course;~~
- **by completing a full year of college level coursework in a single language. At UMM, this is met by completing 8 credits of a world language;**
- by successfully completing ~~a 2xxx or 3xxx~~ **2002** or a higher level language course;
- by passing a proctored proficiency exam;
- by achieving appropriate AP, CLEP, or IB examination scores; or
- through the Scholastic Committee if English is not the student's first language.

Placement tests in selected languages are given by Morris language disciplines to determine the level of pre-college proficiency of a student with prior coursework. Students who plan to study at Morris in the same language that they studied in high school must take the placement examination and abide by the placement recommendation. If after initial exposure to the recommended course the placement is not appropriate to the student's level, students may consult their language instructors as to the proper course level of study. Students who wish to "test out" of a second language based on prior learning in French, German, or Spanish must pass a proctored proficiency exam. The initial online Morris placement examination does not fulfill this requirement.

Students who studied a second language other than German, French, or Spanish may contact the Scholastic Committee for further information.

#### Concerns and comments:

- Ray Schultz reported that several members of the Scholastic Committee have expressed the following concerns: the general education requirements are coming individually – do we want to do these piecemeal; students on the committee are worried about the complexity of what this could generate; student members also felt there was a certain unfairness or perceived unfairness; has there been thought to how this affects retention as well as recruitment. He encouraged assembly members to review the Scholastic Committee minutes for the general summary of concerns.
- Sarah Buchanan said that while this proposal seems complex, it comes out as a result of shared governance, it is not unlike the math requirement and it seems fairer. In terms of recruitment and retention, this comes back to who we are – we are preparing our students to be global citizens. It is important that we stretch ourselves and engage in conversations globally. She hopes this would be a boom for retention and recruitment.
- Viktor Berberi pointed out that in terms of retention and the perception of general education requirements in general, this might allow students to connect with other students on campus. It would give a greater sense of accomplishment – the student would feel better about the general education requirement and see the value of it.
- Jess Larson said she would like to support the Scholastic Committee's recommendation to do this in a group method.
- Judy Korn shared the following information regarding the second language requirements for our aspirational and peer institutions:

#### **Aspirational institutions**

2 x four semesters  
1 x three semesters  
2 x two semesters

#### **Peer institutions**

0 x four semesters  
0 x three semesters  
6 x two semesters

1 x HS two years or college two semesters

2 x one semester

1 x one semester based on placement, St. Mary's College of Maryland, only one semester beginning with 1001 level course

Students who place into 2000-level language courses and complete 2000-level language courses demonstrate proficiency at the 1002 level, receive a Scholastic Committee exception for the FL requirement.

- Jennifer Zych Herrmann added there have been many references to the merits of recruitment and retention and pointed out that none of those pieces have not been fully vetted with the appropriate offices.
- Sara Lam said she fully supports the idea of having at least two semesters of foreign language and that we should prioritize the aspects of general education that are important to our mission.

**C. For Action. From the Membership Committee. 2016-17 committee replacements serving on core and other standing committees. Motion passed by unanimous voice vote.**

- Stephanie Ferrian replaces Sarah Ashkar on Curriculum Committee
- Sheila Windingstad replaces Tricia Rohloff on Assessment of Student Learning Committee
- Tricia Rohloff replaces Wendy Emo on Assessment of Student Learning Committee
- PZ Myers replaces Michael Ceballos on Multi-Ethnic Experience Committee
- Brad Deane replaces Jess Larson on Finance Committee

**D. Other New Business.**

Jodi Sperr, Co-chair of the Membership Committee announced there would be an election to replace a USA member on the Steering Committee. The nominees are Janell Kolden and Angie Senger. The election will take place using Simply Voting.

**VI. Campus Committee Reports.**

None.

**VII. All University Reports.**

Nancy Carpenter reported that the Senate Committee for Information Technology was putting together a task force to address learning management systems (e.g. Moodle vs. Canvas) and was told that the appropriate administrator for each campus was asked to supply a member. She wondered if anyone from UMM had been contacted.

**VIII. Announcements.**

Update from Chair of the Chancellor Search Committee. Peh Ng announced that the search committee was planning to conduct off-site interviews soon with a target date for on campus interviews the last week of October and the first week of November. Candidates will be on campus two full days and one full day in the Twin Cities with President Kaler and senior leaders. She would appreciate everyone's help to make sure our visitors feel welcome. Please contact Peh if you have any questions.

**IX. Adjournment.**

Adjourned at 5:55 pm.

## **Proposed Amendment Group 2**

### **1. Constitution: Article VIII. Membership Committee, Section 2. Responsibilities, New Subd. D**

D. To report to the Campus Assembly the results of USA and student elections of members of the Consultative Committee.

Comment: This amendment preserves a portion of the text being deleted in amendment #2 and moves it to a more appropriate location in the constitution. (Passage of this amendment includes re-lettering the subsequent subdivisions of Section 2, currently D through I.)

### **2. By-Laws: Article IV. Election of Members to the Steering, Membership, and Consultative Committees, and to the Position of Parliamentarian, Section 1. Nominations**

The results of USA and student Consultative elections are to be reported at Campus Assembly by the Membership Committee at the Campus Assembly meeting at which the other elections are held.

Comment: This sentence was poorly placed in a section on nominations. It refers to a meeting at which elections are held, inconsistent with the transition to electronic elections. Amendment #1 preserves the reporting requirement and moves it to a more appropriate location in the constitution.

### **3. By-Laws: Article I. Committees of the Campus Assembly, Sec. 2. Membership, Subd. C**

No person may serve simultaneously as a voting member on more than one of the following: Steering Committee, Membership Committee, core standing committee. This restriction does not apply to other standing or ad hoc committees, ~~or to the Consultative Committee, or to individuals appointed to a committee by virtue of being a member of a committee of the University Senate.~~

Comment: Situations have arisen in which a person might have served in voting positions on more than one of the named committees because at least one of the positions was due to membership on a University Senate committee. Under such circumstances, the individual should be allowed to vote on both committees. In order to avoid confusion, the phrase “ex officio” is no longer used.

### **4. By-Laws: Article II. Core Standing Committees, Sec. 2. Assessment of Student Learning Committee, Subd. A Membership**

The Assessment of Student Learning Committee consists of eleven members: ~~ten voting members and one non-voting member. The voting members are, including~~ one faculty member from the Division of Education, two faculty from the Division of the Humanities, two faculty from the Division of Science & Mathematics, two faculty from the Division of the Social Sciences, one USA staff, ~~and~~ two students, ~~and one ex officio~~ The non-voting member ~~— is~~ the VCAA/dean or ~~his/her~~ their designee.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Delete inconsistent occurrence of “member”. Replace “his/her” with “their”.

**5. By-Laws: Article II. Core Standing Committees, Sec. 3. Curriculum Committee, Subd. A Membership**

The Curriculum Committee consists of seventeen members: **fourteen voting members and three non-voting members.** The voting members are **, including** four faculty, the four division chairs, one P&A staff, four students, **and** one USA staff. ~~The , and three ex officio,~~ non-voting members **are** — the VCAA/dean, who chairs the committee, the registrar, and the coordinator of the Commission on Women.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible.

**6. By-Laws: Article II. Core Standing Committees, Sec. 4. Faculty and P&A Affairs Committee, Subd. A Membership**

The Faculty and P&A Affairs Committee consists of nine members: **eight voting members and one non-voting member.** The voting members are **, including** four tenured or tenure-track faculty (one from each academic division), one non-tenure track faculty, the UMM representative to the Senate Committee on Faculty Affairs, **and** two P&A staff **members.** ~~The , and one ex officio,~~ non-voting member **is** the coordinator of the Commission on Women.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. Delete inconsistent occurrence of “members”.

**7. By-Laws: Article II. Core Standing Committees, Sec. 5. Finance Committee, Subd. A Membership**

The Finance Committee consists of thirteen members: **ten voting members and three non-voting members.** **The voting members are , including** four faculty, one P&A staff, two U.S.A. staff, two students, **and** the UMM representative to the Senate Committee on Finance and Planning. ~~The , and three ex officio,~~ non-voting members **are**— the Vice Chancellor of Finance and Facilities, one division chair, and the Coordinator of the Commission on Women.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible.

**8. By-Laws: Article II. Core Standing Committees, Sec. 6. Planning Committee, Subd. A Membership**

The Planning Committee consists of thirteen members: **ten voting members and three non-voting members.** **The voting members are , including** four faculty, one P&A staff, two USA staff, **and** three students. ~~The , and three ex officio,~~ non-voting members **are** —the Vice Chancellor for Finance and Facilities, the Director of Computing Services, and one division chair.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible.

**9. By-Laws: Article II. Core Standing Committees, Sec. 7. Scholastic Committee, Subd. A Membership**

The Scholastic Committee consists of fifteen members: thirteen voting members and two non-voting members. The voting members are , ~~including~~ six faculty members (one the UMM representative to the Senate Committee on Educational Policy), four students, one USA staff member, and two P&A staff members (one from the athletic staff). ~~The~~ , ~~and two ex officio~~, non-voting members are — the VCAA/dean or ~~his/her~~ their designee and the registrar.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Delete inconsistent occurrence of “member(s)”. Replace “his/her” with “their”.

**10. By-Laws: Article II. Core Standing Committees, Sec. 8. Student Affairs Committee, Subd. A Membership**

The Student Affairs Committee consists of eleven members: nine voting members and two non-voting members. The voting members are , ~~including~~ three faculty members, one P&A staff, four students, and one USA staff. ~~The~~ , ~~and two ex officio~~, non-voting members are — the Vice Chancellor for Student Affairs or ~~his/her~~ their designee, and the Director of Student Activities.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Delete inconsistent occurrence of “members”. Replace “his/her” with “their”.

**11. By-Laws: Article III. Other Standing Committees, Sec. 1. Academic Support Services Committee, Subd. A Membership**

The Academic Support Services Committee consists of eleven members: seven voting members and four non-voting members. The voting members are , ~~including~~ three faculty members, one P&A staff, two students, and one USA staff. ~~The~~ , ~~and four ex officio~~, non-voting members are — the director of the Briggs Library, the Director of Computing Services, the Director of Instructional and Media Technologies, and the vice chancellor for finance and facilities or ~~his/her~~ their designee.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Delete inconsistent occurrence of “members”. Replace “his/her” with “their”.

**12. By-Laws: Article III. Other Standing Committees, Sec. 2. Faculty Development Committee, Subd. A Membership**

The Faculty Development Committee consists of eight members: seven voting members and one non-voting member. The voting members are , ~~including~~ three faculty members, one P&A staff, two students, and one USA staff. ~~The~~ , ~~and one ex officio~~, non-voting member is — a designee by the VCAA/dean.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Delete inconsistent occurrence of “members”.

### **13. By-Laws: Article III. Other Standing Committees, Sec.3. Functions and Awards Committee, Subd. A Membership**

The Functions and Awards Committee consists of nine members: eight voting members and one non-voting member. The voting members are, ~~including~~ three faculty members, one P&A staff, one USA staff, and three students. ~~The~~, ~~and one ex officio~~, non-voting member ~~is~~ —the coordinator of Special Events.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Delete inconsistent occurrence of “members”.

### **14. By-Laws: Article III. Other Standing Committees, Sec. 4. International Programs Committee, Subd. A Membership**

The International Programs Committee consists of twelve members: eleven voting members and one non-voting member. The voting members are, ~~including~~ four faculty, one P&A staff, four students (including at least one international student), and the Advisor for Study Abroad, and one USA staff. ~~The~~, ~~and one ex officio~~, non-voting member ~~is~~ —the Coordinator of International Student Programs.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible.

### **15. By-Laws: Article III. Other Standing Committees, Sec. 5. Multi-Ethnic Experience Committee, Subd. A Membership**

The Multi-Ethnic Experience Committee consists of eleven members: nine voting members and two non-voting members. The voting members are, ~~including~~ three faculty, one P&A staff, four students, and one USA staff. ~~The~~, ~~and two ex officio~~, non-voting members are —the VCAA/dean or ~~his/her~~ their designee and the director of the Office of Equity, Diversity, and Intercultural Programs or his/her designee. The voting membership shall reflect the diversity of the campus.

Comment: Remove “ex officio”. Ensure clarity of voting vs. non-voting members. The dash is being removed but the strikethrough is not visible. Replace “his/her” with “their”.