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Campus Assembly minutes 05/02/2017

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Campus Assembly Meeting
May 2, 2017

I. **Chancellor's Remarks.**

It has been a whirlwind of late...as befits the end of the year. We have, as a community, honored faculty, staff, and students and attended student research and capstone presentations as well as presentations in the visual and performing arts. All of these events have shown the best of who we are as a university and as a community of colleagues. I know that the next couple of weeks are among the busiest of the year, and I join you in counting down to commencement!

Ahead of the end of the year, I want to update you on a couple of structural changes on campus:

- (1) With Carla Riley's retirement at the end of June, and in anticipation of the launch of the public phase of our capital campaign I will be reorganizing External Relations into two units: The Office of Communications and Marketing, overseen by Melissa Vangsness, will be charged with managing external communications and assisting internal units with marketing efforts. The Office of Development and the Office of Alumni Relations and Annual Giving will merge as the Office of Advancement. Susan Schmidgall, chief development officer, will oversee this office.
- (2) Because there is some uncertainty surrounding the future of the Assessment of Student Learning Committee and because of the urgency of the task, I have asked Rebecca Dean to serve as Assessment Coordinator to shepherd, at least for next year, assessment efforts in advance of our HLC report due in March 2018. Rebecca will be working this summer to improve the assessment infrastructure and communications, and will be collaborating with individuals and programs next year to ensure that we are making sufficient progress on this front.
- (3) Finally, I have asked Melissa Bert, director of the Office of Institutional Effectiveness, to lead the effort on the HLC Self Study in advance of our fall 2019 reaffirmation visit. We will be forming a steering committee soon to get this project underway.

I also want to encourage all of you who know and/or have received notifications about continuing students who have not yet registered to please reach out to encourage them to register before they leave campus for the summer. Advisors should check registration status of their advisees. We all really need to make a concerted and campus-wide push to bolster our retention of current students to make certain that we achieve our enrollment goals for next academic year.

At my first set of campus assembly remarks in February, I promised that you would hear more about the strategic planning effort to launch next fall, and so I want to comment on that as well today. Obviously in the little bit of time allocated to these remarks I won't be able to go into detail, so I invite you to attend a campus forum devoted to a more complete conversation about what lies ahead in terms of strategic planning. The forum will be held on Monday, May 8 from 2-3 in Imholte Hall 109.

For today, there is just enough time to lay out three large contextual considerations that we might keep in mind as we undergo our planning process:

First, I am imagining this strategic plan as an effort that will result in a document that will encourage us to be both forward looking and forward thinking. And in that spirit I believe that the initial framing questions that we need to be asking are: Who and what do we want to be as a campus, a community, a university in ten years? And how can we build structures, processes, and plans to get us there?

Related to this, the system-wide strategic planning effort is nearing the end of its current phase. The University anticipates that the Board of Regents will consider it for adoption this summer. The system-wide plan envisions a number of arenas – at a high level of abstraction – where we might be able to take advantage of the momentum that the system-wide plan will provide.

Finally, and on a more pragmatic level, the strategic planning effort takes place simultaneously with other large efforts around our HLC self-study, assessment, and quality initiative. While our strategic plan and goals should absolutely not be driven by HLC concerns, to the extent that it is possible to make these projects complementary, we should strive to do so. It is my hope that we can be thoughtful about ways to leverage our work so that we can apply our efforts across these projects, reducing on us all the amount of resultant wear and tear.

I hope those of you who are able will join me on the 8th when I will share a much more complete set of thoughts and invite your feedback in the first of many conversations.

II. **For Action. From the Steering Committee. Minutes from 4/3/17 Campus Assembly meeting were approved as presented. Motion passed by unanimous voice vote.**

III. **Old Business.**

A. **For Action. From the Student Affairs Committee. MCSA Food Service resolution.**

The revised MCSA resolution comes forward today based on the feedback from the last Campus Assembly meeting. The students thanked everyone for their current and future support of the food resolution. There is a push by students for our campus dining services to have more locally and sustainably sources foods on campus. A great deal of progress has already been made but the students believe more progress can be made. Students met with Dining Services, the Office of Sustainability and other campus committees to make sure the resolution is well rounded. **Resolution passed by unanimous voice vote.**

B. **For Information. From the Steering Committee. Update on Community Hour.**

Jon Anderson reported that following that the Steering Committee has been studying/investigating community hours at peer institutions. After reviewing the study and based on feedback received on campus, Steering proposes the community hour described in your assembly packet. This comes for information now and will come back at a future assembly meeting for a vote.

IV. **New Business.**

A. **For Information. From the Dean's Office. Academic calendar for 2019-20.**

Bart Finzel presented the 2019-20 calendar for information. A question was raised that future academic calendars are difficult to find on the website. Bart responded that the academic calendars are listed in the catalog and can be found on the Registrar's website.

B. For Information. From the Scholastic Committee. "Multi-I" registration.

Merc Chasman walked through the Multi-I registration in the assembly packet. Michael Korth wondered why this was for information. Merc responded that it comes for information now to be followed by a vote next fall.

C. For Action. From the Membership committee. 2017-18 Committee Membership.

Motion to add agenda item was passed by unanimous voice vote.

There were several issues with the proposed committee membership: names should be removed, terms to be verified, misspelled name. **Motion to vote on amended committee roster passed by unanimous voice vote.**

V. Campus Committee Reports.

Assessment of Student Learning

Rebecca Dean reminded assembly members that the Assessment of Student Learning Committee is working toward an interim report on assessment requested by the HLC. The HLC has asked that this report shows: 1) that all programs have developed assessment procedures; 2) that all programs are collecting and evaluating assessment data systematically; and 3) that all programs are using assessment data to strengthen our programs ("close the loop"). To meet these requests, we've asked all programs first to rewrite their PSLOs to meet the "best practices" standards of assessment nation-wide. These updated PSLOs are due at the end of the semester (May 13, 2017). All programs have received feedback from the ASLC on their PSLOs. Second, in the fall, programs will be asked to develop tools to evaluate those PSLOs before Fall 2017 classes begin (August 23, 2017). The ASLC will be holding workshops during the Faculty and Staff Development day, as well as during the Division Meetings that take place in the weeks before classes begin. Finally, programs are asked to implement those tools and report on their findings before Spring 2018 classes begin (January 16, 2018). ASLC will have workshops and templates to help you with this report. We aim for all assessment tasks to be simple, useful, and valid. The reports programs written for January will be the basis of our report to the HLC in March 2018.

Next fall, the ASLC will also begin working on General Education assessment, in preparation for the HLC's Fall 2019 visit. We plan to organize that assessment in fall, to be implemented for the first time in Spring 2018.

We recognize that assessment is seen as a chore, but this is just a more formal and systematic way of assessing our programs, which is something we always have done. UMM has an outstanding commitment to undergraduate education. Formal assessment is how we can tell that story to our accreditors, but also how we can obtain valid data that we can use to make decisions about how to change and improve our programs. Thank you very much for your help with the assessment process.

Steering Committee

Jon Anderson reported on the voting results of Amendment Group 5:

109 of 192 electors voted

Yes: 96 votes 88.07%

No: 1 vote 0.92%

Abstain: 12 votes 11.0%

VI. **All University Reports.**

Kristin Lamberty reported that University Learning Technology Advisors (ULTA) submitted their recommendation to Provost Karen Hanson and Interim Vice President and Chief Information Officer Bernard Gulachek. The committee's recommendation can be found at: ULTA Recommendation: https://docs.google.com/document/d/1PBuQehCNkx_xZ5_YUvyAcbxLuiXeBwhfjgMn8QvrKU/edit#heading=h.txjcc4c3npjr

VII. **Announcements.**

A. General announcements.

VIII. **Adjournment.**

Adjourned at 5:15 pm.

Morris Campus Student Association Resolution

Authors: Abbey Dickhudt, Katherine Duram, Katie Ledermann, Josiah Gregg, Sara Carman

WHEREAS

The University of Minnesota, Morris students support environmentally sustainable initiatives that affect the broader community, and we think the University of Minnesota, Morris' leadership and commitment to sustainable initiatives are important, and

WHEREAS

Morris Campus Student Association recognizes the large and essential role of food in overall health and campus sustainability, and

WHEREAS

Sustainable food purchasing plays a large role in reducing environmental impacts, improving food security, and supporting fair and resilient food systems, and

WHEREAS

The University of Minnesota, Morris' vision statement includes, "to become effective stewards of our environment and serve as a national leader in areas of sustainable energy and green living," and

WHEREAS

We recognize the current efforts by the University towards campus sustainability, however, we feel that there is a lack of attention for procurement of local and environmentally sustainable produced foods, and

WHEREAS

The University of Minnesota, Morris has committed to using the Sustainability Tracking, Assessment & Rating System™ (STARS®), which is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance, and the University of Minnesota, Morris has a goal of becoming one of the first STARS platinum schools in Minnesota, and

WHEREAS

The University of Minnesota, Morris' food and beverage purchasing and sustainable dining scores detracted from the University's overall impressive STARS rating with scores of .76 out of 4 possible points for Food and Beverage purchasing and 1.0 out of 3 possible points for Low Impact Dining, and

WHEREAS

We recognize the current efforts by Sodexo to choose food suppliers providing local foods, however, we believe these efforts could be significantly improved, and

WHEREAS

We recognize that some of the suppliers are considered "local" by the Sodexo contract¹, however, we believe these suppliers do not adhere to "environmentally and socially preferable food and beverage items" laid out in the STARS standards, in order to "reduce the social and environmental impacts of food production and help foster

¹ Section 3.06 (o), Sustainable Agriculture and Humane Raising of Livestock. The University is committed to sustainability and the use of locally and regionally produced products in the Food Service Outlets. Sodexo shall support this commitment by providing products from farms that promote production of food in environmentally friendly and socially responsible ways (e.g., reducing the use of pesticides on crops, raising livestock humanely and ensuring the fair and respectful treatment of farm and livestock employees). Sodexo shall be required to demonstrate that its purchases have increased from Year to Year and shall submit documentation of such purchases to the Contract Administrator on July 1 of each year.

robust local economies and food security; improved conditions for farm workers; healthier animals, soils and waterways; and secure livelihoods for farmers²,” therefore

BE IT RESOLVED

That the University of Minnesota, Morris continues to support sustainable food practices by assisting Sodexo and holding them accountable to our sustainability vision and goals, and further

BE IT RESOLVED

That the University of Minnesota, Morris commit to improving UMM's STARS ratings in Food and Beverage Purchasing to 4.5 (minimum) out of 6 possible points*, and ratings in Sustainable Dining to 1.5 (minimum) out of 2 possible points*, and further

BE IT RESOLVED

That Sodexo will commit to sourcing food from local and environmentally sustainable suppliers in accordance with the STARS rating standards, and further

BE IT RESOLVED

That Sodexo will provide written reports of their food sourcing and progress towards improving their STARS rating that are public and accessible to UMM faculty, staff, and students, and further

BE IT RESOLVED

That students are committed to maintaining strong leadership in campus food-related sustainability actions and are willing to continue to work with Sodexo to help further the goals outlined in this resolution,

FURTHERMORE

In the instance that Sodexo fails to adequately respond to student concerns, the Morris Campus Student Association requests that University of Minnesota, Morris administration remedy existing issues and explore other options for food service management and operations to demonstrate their commitment to student needs.

² STARS Technical Manual - Operations credit rationale for Food and Beverage Purchasing- “Both Local and Community-Based. The product does not meet the criteria outlined above, but is grown, raised or caught by a community-based producer within 250 miles (400 kilometres) of the institution. All production, processing and distribution occur within 250 miles. This category provides a path for campus farms and gardens and small local producers to be recognized in the absence of third party certification. Products from intensive livestock operations (e.g., CAFO-permitted facilities), large producers (\$5 million or more in annual sales) and geographically dispersed producers are excluded from this category. Distributors, bottlers and packers are not considered to be producers.”

Community Hour Proposal

A community hour shall take place between 11:40am and 12:40pm on Tuesdays and Thursdays during the academic year. This means the daily academic schedule would be as follows:

8:00-9:40am
9:50-11:30am
11:40am-12:40pm --- Community Hour
12:50-2:30pm
2:40-4:20pm
4:30 - 6:10pm

This means there are approximately 30 periods during a semester (15 on Tuesdays, 15 on Thursdays).

A community hour scheduling authority shall consist of: UMM Steering Committee, Chancellor, Vice-Chancellor for Academic Affairs, Vice-Chancellor for Student Affairs, MCSA representative, Director of Student Activities.

Prior to a semester, the scheduling authority will meet to allocate which committees get priority for Thursday meeting periods. Depending on the semester and the slate of potential activities, the scheduling authority will allocate periods to higher priority activity.

The scheduling authority will allocate community hour periods according to the following guidelines:

Tuesdays:

- 1) Three Tuesday periods devoted to Campus Assembly meetings: Last Tuesday in September, First Tuesdays in November and December. In Spring semesters, the first Tuesdays in March, April, and May.
- 2) Two Tuesdays each term will be devoted to academic division meetings.
- 3) If a Campus Assembly meeting will not be used, it can be converted to a division meeting if desired by a division.
- 4) If a division meeting will not be used, or not used for the entire 60 minute period, the remaining time can be converted to a discipline meeting.
- 5) The remaining 10 Tuesdays can be made available for scheduling from the central scheduling authority.

Thursdays:

- 1) There are 15 Thursday slots available for use by campus governance committees. These will be allocated to campus governance activity.
- 2) A complication is that some committees have overlapping membership and cannot meet at the same time with full participation. This implies that some committees may need to meet at times outside of the community hour on Thursdays.
- 3) Committees with minimal overlap issues can probably schedule themselves on these Thursday periods without much interference.
- 4) Smaller events, and student-centered events can be allocated to these Thursday periods.

Morris Campus

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Memorandum

Date: April 24, 2017

To: Steering Committee

From: Bart D. Finzel, Vice Chancellor for Academic Affairs and Dean

Re: Item for the May 2 Campus Assembly – For Information

Please include the attached 2019-2020 Academic Calendar proposal for information at the next Campus Assembly meeting.

BF/dp

2019-2020 UNIVERSITY OF MINNESOTA - MORRIS CALENDAR

Fall Semester 2019 (73 class days)

August 19	Monday	Faculty Return
August 24-27	Sat.-Tues.	New Student Orientation
August 28	Wednesday	Classes begin
September 2	Monday	Labor Day holiday
October 18	Friday	First half semester Classes end
October 21-22	Mon.-Tues.	Fall Break (no classes)
October 23	Wednesday	Second half semester Classes begin
November 28-29	Thurs.-Fri.	Thanksgiving Holiday and floating holiday
December 13	Friday	Last day of instruction
December 14, 16	Sat., Mon.	Study days
December 17-20	Tues.-Fri.	Final examinations

Spring Semester 2020 (74 class days)

January 20	Monday	MLK Holiday
January 21	Tuesday	Classes begin
March 13	Friday	First half semester Classes end
March 16-20	Mon-Fri.	Spring Break
March 20	Friday	Floating Holiday
March 23	Monday	Second half semester Classes begin
May 8	Friday	Last day of instruction
May 9, 11	Sat., Mon.	Study days
May 13-16	Tues.-Fri.	Final examinations
May 17	Saturday	Commencement

May Session 2020 (14 class days)

May 18	Monday	May session begins
May 25	Monday	Memorial Day holiday
June 5	Friday	May session ends

Summer Session 2020

May 26-June 26		Summer Session I (24 class days)
May 25	Monday	Memorial Day holiday
June 29-July 31		Summer Session II (24 class days)
July 3, 2020	Friday	Independence Day holiday

2019-2020 Holidays (Total: 11)

July 4, 2019	Thursday	Independence Day Holiday
September 2	Monday	Labor Day Holiday
November 28	Thursday	Thanksgiving Day Holiday
November 29	Friday	Floating holiday
December 24	Tuesday	Floating holiday
December 25	Wednesday	Christmas Holiday
December 31	Tuesday	Floating holiday
January 1, 2020	Wednesday	New Year's Day Holiday
January 20	Monday	Martin Luther King Jr. Day
March 20	Friday	Floating holiday
May 25	Monday	Memorial Day Holiday

MORRIS ACADEMIC POLICY

Morris Multi-Institutional Enrollment

Responsible University Officer: Vice Chancellor for Academic Affairs and Dean
Policy Owner: Scholastic Committee
Policy Contact: Office of the Registrar

POLICY STATEMENT

A consortium agreement exists among the five campuses of the University of Minnesota that allows students to take classes, including online, from another campus. Under this agreement degree-seeking students in good academic standing with 12 credits or more earned at Morris may attend another campus for either fall or spring semester during an academic year without losing their status or jeopardizing eligibility for Morris student financial assistance programs.

REASON FOR POLICY

It is critical for students to establish a relationship with a Morris faculty adviser and identify a Morris academic plan before studying at another campus as a Morris degree-seeking student. Multi-I students are not assigned an adviser at the visiting campus and will have limited access to Morris student support resources. In addition, the Universitywide residency requirement must be observed.

PROCEDURES

See forms related to this policy.

FORMS

[Multi-I Application Form](#)
[Crookston, Duluth, Rochester, Twin Cities Course Approval Form](#)
[International Course Approval Form](#)

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

1. What steps are required for Multi-I enrollment?

First, discuss your academic plan with your faculty adviser. Second, visit One Stop Student Services to learn about the relationship with each campus for registration, student status, and financial aid purposes. Third, confirm with the transfer specialist in the Office of the Registrar that the courses you are considering will transfer to Morris to satisfy degree requirements.

2. Does Multi-I apply to online courses?

Yes. Morris students may study full-time online or on a different campus for one term per academic year, either fall or spring semester. Full-time is defined as 12 or more credits.

3. Can students “mix and match” courses from various campuses and residential and online courses?

How does this affect the one-semester per academic year requirement? Yes. Given the availability of online classes, this is a possibility. Please discuss with your adviser and then consult the Scholastic Committee representative in the Office of the Registrar to determine how the one-semester requirement will impact your plans.

4. Can a student who studies at another campus during fall semester take an online course from the same campus during spring semester when back in residence at Morris?

If the majority of credits during the spring semester are at the Morris campus, an online course at another campus can be allowed. Students must submit an [Academic Policy Petition](#) for approval.

5. How does Multi-I student status impact the Morris credit maximum?

Morris students enrolled in classes at other campuses will be allowed the same total number of maximum credits, 20 credits for fall and spring semesters and 12 credits for summer term, regardless of which campus awards the credits.

6. How does Multi-I impact the [residency requirement](#) for the Morris degree?

Residency requires students to complete no less than 30 credits at the Morris campus to earn the degree. In addition, 15 of the last 30 credits for the degree (not the last 15) must be earned at Morris. Multi-I courses at another campus do not count towards the 15 of the last 30 Morris residency credits. Study abroad courses through another University of Minnesota campus also require Multi-I status and can count towards the 15 of the last 30 Morris residency credits per the Scholastic Committee. Please confirm study abroad residency credits through the Office of the Registrar early in the planning process.

7. The policy states Multi-I can be used during fall or spring semester. How about summer sessions at another University of Minnesota campus?

Summer courses are not included in the one semester per academic year limit, but they do impact the residency requirement. Students must apply for Multi-I student status before registering for summer courses at another campus.

8. Do courses at another University of Minnesota campus impact the Morris grade point average (GPA)?

Yes. All University of Minnesota courses will appear on your transcript and impact your GPA and academic standing.

9. Can a high school student studying at the Morris campus through the Post Secondary Enrollment Options Program (PSEO) take a course at another campus through Multi-I Enrollment?

No. PSEO students are not eligible for Multi-I enrollment until they become degree-seeking students. PSEO is a nondegree program.

10. Will the one-semester limit be waived if a student takes a two-semester study abroad program through another University of Minnesota campus?

Yes. Morris Multi I students may study abroad for one or two semesters per academic year through the University of Minnesota. Consult the Academic Center for Enrichment (ACE) for more information.

11. What happens if a student takes a class that did not receive prior approval from the transfer specialist or the discipline coordinator for the major (i.e. course approval form)?

The prior approval form is a student's guarantee that the courses completed through Multi I will apply to Morris degree requirements. If a student does not receive prior approval for a course, there is no guarantee that it will count towards a requirement for general education or for a major.

ADDITIONAL CONTACTS

Policy Questions	Judy Korn	320-589-6011	kornjr@morris.umn.edu
Dean's Office	Bart Finzel	320-589-6015	finzelbd@morris.umn.edu
Transfer Specialist	Angie Senger	320-589-6026	asenger@morris.umn.edu
One Stop Student Services		320-589-6046	ummonestop@morris.umn.edu

RESPONSIBILITIES

College

Inform students of policy. Respond to Multi-I forms and petitions in a timely fashion.

Student

Consult academic adviser regarding academic plans. Submit Multi-I forms and petitions in a timely fashion and within published campus [deadlines](#).

RELATED INFORMATION

[Scholastic Committee](#)
[Multi-Institutional Registration](#)
[Summer Term Information](#)
[Transfer credits](#)

HISTORY

Morris Scholastic Committee March 2017