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Campus Assembly minutes 10/30/2018

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I. Chancellor's Remarks.

“As chancellor, I am responsible for guiding the University of Minnesota Morris toward a strong and sustainable future. So I want to use my time this morning to be upfront with you about our future as an institution and about the necessity of endorsing our campus’s vision and aspirational statements as a step forward.

There are numerous and compelling reasons for us to take a good look at ourselves as a campus and to think carefully about our institutional future. Since I interviewed in Morris exactly two years ago, we have talked at length about how the higher education landscape has changed, how liberal arts colleges are at especial risk, and how innovation and change can and will keep us relevant and sustainable over the long run. Our challenges, as I have tried to make clear, come from the convergence of a number of factors: a changing and shrinking pool of potential students, state disinvestment in higher education, political polarization, a dwindling middle class, increasing accountability and regulatory demands, changing labor markets, and on and on. We are not alone in this challenging environment. But we also are not immune to it.

Not a week goes by in which I don’t read in the Chronicle of Higher Education or Inside Higher Ed or hear from my colleagues across the country, about a liberal arts college that has reimagined itself, and/or alternatively, laid off faculty or cut programs. Since 2016, 19 liberal arts colleges – both public and private – have closed or consolidated, and an additional 24 public colleges and universities have been absorbed by--or merged into--other campuses within their respective systems.* I mention these figures not to frighten anyone. I simply want to make clear that what once was unimaginable is possible, and it is taking place all around us.

Our world, our country, our state, our region are not the same as they were twenty years ago or ten or even five. The futures that our students can expect in the workforce once they leave us are not the same as they were. The life experiences our students bring to us are different.

I have stood before you more than once to discuss our campus’s structural deficit and how increasingly reliant we are on tuition and the subsidies and loans that we receive from the University of Minnesota System. Later this fall we will have another conversation about our financial situation and how we will plan to balance our budget for FY20. But that’s a conversation for another day.

In fall 2014 we enrolled just over 1800 degree seeking students; this fall, only five years later, our degree seeking student enrollment is under 1500. Earlier in the semester, and not for the first time, we discussed the importance of reexamining what we are doing and how we are doing it to encourage students to enroll and persist at Morris. Now it’s time for us to act.

I look around this room, and I see potential in us, individually and collectively. I see that we have incredible opportunities to be innovative, to be an institution that understands and adapts to our world as it is and as it will be, to define and to be, as our vision statement says, “a national model for 21st century liberal arts education.” This is in keeping with the vision and spirit of our founding. As Roland Guyotte noted in Promise of the Prairie, “For some people, UMM was an experimental college, that is to say it was a place where new and different ways of teaching the liberal arts could be tried out.” At Morris we pride ourselves on preparing students for whatever the future may bring. We couldn’t do that if we weren’t capable of and open to the same.

My belief always has been that, as a community, we will embrace the opportunity to think about how we might innovate, build stronger experiences and opportunities for our students, and lead the way in the national conversation about what the liberal arts have to offer. The first two phases of the visioning and planning process were designed to prepare us for this hard and important work: to encourage us to think big and creatively about our future. The process was created with intention, to be as broadly inclusive and collaborative as possible. In developing the vision and the goals (now aspirational statements), the task force members have been scrupulous in honoring and reflecting the many voices they heard along the way – many of those voices were yours. I want to personally and publicly thank each and every one of them for their dedication and their many hours of work.

The Morris I have come to know is a campus deeply committed to its liberal arts mission. As am I. The liberal arts is a perspective, a habit of mind, an approach to education that is intended to expand one’s ability to think critically and communicate effectively – it’s so much bigger than any one program or way of structuring a student’s experience. We do not focus our modern curriculum on the classical disciplines of the trivium and the quadrivium. Nor should we feel bound to do things just because “we’ve always done it this way.” That would be contrary to the spirit of liberal learning. The spirit to which we all are so profoundly committed.

The conversation we will continue to have about this campus’s future cannot be about protecting one’s privilege, or one’s particular corner of campus, or even the status quo. It has to be about a bold, holistic vision of our institutional future and the roles each and every one of us will play in making sure we work together to better serve today’s students, and next year’s, and the year’s after that. The vision and aspirational statements are a crucial step in assuring that we do so, though in no way the final step. These statements do not commit us to any one prescribed course, but rather lay out priority areas we will need to examine and continue to revisit over the next ten years. Once the vision and aspirational statements are endorsed, they will form the foundation for building a forward-looking and forward-thinking strategic plan to ensure our brightest future. I look forward to working with you to lead us there.”

* <https://www.educationdive.com/news/how-many-colleges-and-universities-have-closed-since-2016/539379/>

- II. **For Action.** From the Steering Committee. Approve minutes from 10/2/18 Campus Assembly Meeting unanimously approved as presented.
- III. **For Action.** From the Curriculum Committee. Curricular changes proposed for 2019-21 Morris Catalog were approved as presented.

Division of the Social Sciences Proposals:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)

<p>Anthropology (Anth) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Course Revisions: 2001, 2121, 2202, 2204, 2206, 2501, 3001, 3002, 3251, 3461, 3502, 3604, 3704, 3705, 4412, 4902 Course Deactivations: 1812, 2304 New Courses: Anth 1865 – Vikings, Aliens, and Ancient Idols: Evaluating Evidence In Archaeology (2 cr; IC) Anth 3204 – Culture, Food and Agriculture (4 cr; ENVT)</p>	<p>Sept. 27</p>	<p>(13-0-0)</p>
<p>Economics (Econ) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Course Revisions: 3014, 3015, 3113, 3121, 3122, 3134, 3141, 3142, 3172, 3211, 3212, 3501, 4101, 4102, 4121, 4131, 4201, 4501 Course Deactivations: 3153 New Courses: Econ 3136 – Economics of the Green Power Transition: New Business Models and Regulatory Strategies (2 cr; ENVT) Econ 3173 – Health Care Economics (4 cr)</p>	<p>Sept. 27 Oct. 4</p>	<p>(13-0-0) (14-0-0)</p>
<p>Geography (Geog) Course Revision: 2001 (changing when offered)</p>	<p>Sept. 27</p>	<p>(13-0-0)</p>
<p>History (Hist) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Course Revisions: 1601, 2132, 2151, 2608, 2609, 2708, 3021, 3161, 3181, 3204, 3209, 3211, 3212, 3213, 3214, 3355, 3356, 3612 Course Deactivations: 1817, 3466, 3561 New Courses: Hist 1820 – What Happened and Why and How It’s Still Happening? The 2016 Election in Historical Context (4 cr; IC) Hist 1822 – Age of Atlantic Revolutions (2 cr; IC) Hist 2108 – Ancient Greek and Roman History (4 cr; HIST)</p>	<p>Sept. 27</p>	<p>(13-0-0)</p>
<p>Management (Mgmt) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Course Revisions: 1011, 3102, 3134, 3151, 3152, 3162, 3201, 3501, 3502, 3503, 3513, 3601, 4501, 4502 Course Deactivations: 3703 and 4505 New Course: Mgmt 3127 – Supply Chain Logistics Management (4 cr)</p>	<p>Oct. 4</p>	<p>(14-0-0)</p>

<p>Political Science (Pol)</p> <p>Form A (Discipline Summary of Program Changes)</p> <p>Form B (Discipline Objectives and Requirements)</p> <p>Course Revisions: 1101, 1401, 2354, 2411, 2461, 3251, 3266, 3351, 3352, 3355, 3411</p> <p>Course Deactivations: 3514 and 4905</p>	Oct. 4	(14-0-0)
<p>Psychology (Psy)</p> <p>Form A (Discipline Summary of Program Changes)</p> <p>Form B (Discipline Objectives and Requirements)</p> <p>Course Revisions: 2411, 2581, 3261, 3401, 3402, 3403, 3404, 3504, 3521, 3542, 4896, 4910, 4930, 4940, 4950</p> <p>Course Deactivation: 3221</p> <p>New Courses:</p> <p>Psy 2402 – Family Interaction Dynamics (4 cr; SS)</p> <p>Psy 3051 – The Psychology of Women and Gender (4 cr; HDIV)</p> <p>Psy 3121 – Psychology of Creativity (4 cr)</p> <p>Psy 3314 – Child and Adolescent Psychopathology (4 cr)</p> <p>Psy 3581 – Psychopharmacology (2 cr)</p>	Oct. 4	(14-0-0)
<p>Sociology (Soc)</p> <p>Form A (Discipline Summary of Program Changes)</p> <p>Form B (Discipline Objectives and Requirements)</p> <p>Course Deactivations: 1811, 1812, 1813, 1814, and 3111</p>	Oct. 4	(14-0-0)
<p>Social Science Major – Discontinue Major</p> <p>Cover Memo</p> <p>Form B (Discipline Objectives and Requirements)</p>	Oct. 4	(14-0-0)

IV. **For Information.** From the Steering Committee. Update of the Vision and Goals.

Chancellor Behr walked through a Powerpoint presentation.

Comments:

Nancy Carpenter said there has been a very firm and clear pitch at how logical and communicative the process has been but she feels some things have slipped through the cracks and admits some on campus weren't as involved as they should have been. She appreciates the communication and hard work everyone has done. She asks that in the future, every effort is made to keep the lines of communication open. She is not convinced our lines of communication are open via campus governance and asks that we work very hard to make sure people know what's going on.

Stephen Burks said he has somewhat mixed feelings about the process but appreciates the work and effort of the task force. While there is some basis to the criticism that the standard campus governance wasn't properly engaged, he feels the process is similar to that used in making the last strategic plan. People need to be engaged so that even if we disagree with choices made, we are part of the process. He said the division of social science had a productive meeting in which several changes to the draft text were approved unanimously. The revised draft presented today appropriately reflects those points (except for one about fully

funding the Native American Tuition Waiver). At the end of the discussion he spoke again and urged members of Assembly to approve the current draft.

Arne Kildegaard said it was not obvious how the goals in the document address some of the hard questions posed last fall or if questions were included at all. He heard concerns that the bulletin points didn't arise out of a fully vetted process. If we're going to address the hard questions, what part of campus will be involved? Nic McPhee responded that the task force received a lot of information from the conversations last fall. The final aspirational statements reflect the topics that we raised and those statements may not be a one-to-one match. The specifics of what the task force heard in the fall and spring are there. The aspirational statements need to be pretty broad.

Sierra Brown and Andrew B said MCSA was included in the process and felt that their comments were taken seriously and MCSA supports the vision and goals.

Tammy Berberi recommended the following book, "Demographics and the Demand for Higher Education" by Nathan Grawe.

Motion was made and seconded for electronic voting on the third version of the strategic vision and aspirational statements that were included in today's Campus Assembly packet. Voting will begin today and will end on November 8, 2018. Motion carries.

V. **Announcements.**

The Steering Committee seeks input about the Community Hour. If you have feedback, please take a moment to offer your input [here](#) by November 15.

Chancellor Behr introduced Melissa D'Aloia, our new Director of Communications and Marketing. Melissa earned her bachelor's degree at UMN Duluth and her MBA at St. Catherine University. She brings to us some 15 years' experience in marketing and communication roles in numerous contexts, including as a business owner and as a project manager for Target.

Dave Israels-Swenson said it is important that we encourage students to vote and recognize that for many of our students this may be their first opportunity to vote which can often seem challenging or confusing. Important things to note:

- If students did not register in advance, MN does allow registration on election day, but required proof of identity.
- The Old#1 is working with UMN Morris to provide free transportation on election day. The "Vote Bus" will be running on a constant loop between all three polling sites, the campus and the Old#1 from 8 am to 8 pm. Please thank Donny Wohlers for his assistance if you see him.

VI. **Campus Committee Reports.**

Elena Machkasova, Chair of Functions & Awards, reported the committee is currently in the process of revising the Ida Stewart Diversity Award process. Please watch for messages in the next couple of weeks.

VII. **All University Reports.**

Sheri Breen, UMM's representative on the Faculty Consultative Committee (FCC) reported there has been a lot of discussion about the process for the presidential search. In addition, the provost will also be leaving campus and there has been a lot of discussion around that as well. Continuing discussions include questions of free speech and how we think about the constraints and non-constraints. She expects those discussions to continue.

FCC will also discuss the many kinds of non-tenure tracks within the system. They will also be discussing: drafts of faculty development leaves; the idea of compensation for moving expenses for faculty; and benefits to cover childcare during academic business travel.

VIII. **Adjournment.**

Adjourned at 12:40 pm.

Submitted by Carrie Grussing

Date submitted to Digital Well 12.5.18