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Campus Assembly minutes 12/04/2018

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Campus Assembly
December 4, 2018 at 11:40 am
Science Auditorium

I. Chancellor's Remarks.

“Here we are at the final Campus Assembly meeting of another semester, our first with the new Community Hour schedule. We will hear an update later in the meeting summarizing feedback to date, but I for one appreciate that we are able to dedicate this time for governance activities so that more of our community members are able to participate.

Now that Campus Assembly has endorsed our campus vision and the eight aspirational statements to help us to achieve our vision for Morris over the next ten years, we can begin the real work of developing our strategic plan.

Among other things, the vision and plan will become an internal roadmap to help us determine strategic investments for the next few years. In anticipation of the arrival of the new UMN System President, it is also important that we make substantial progress on our plan. Finally, we are preparing for reaffirmation by our accreditor, the Higher Learning Commission, during the next academic year. The HLC expects that we have a living strategic planning document, and that we are using our articulated institutional priorities to guide our budget priorities. Thus, we have compelling internal and external reasons to steer our work and that constitute reasons why time continues to be of the essence.

As I promised, I discussed the work plan for the next step in our strategic visioning and planning process with the Steering and Consultative Committees, as well as with the division chairs. Today, I want to let you know broadly what the next steps are. We will begin work to map out the process and context on four of the aspirational statements this spring; work on the remaining four statements will commence next fall.

The four statements we’ll address this spring are:

- 1) Honor our liberal arts tradition by preparing students to create and discover solutions to complex problems of the 21st century, through inquiry, community-engaged learning, and rigorous experiential projects across the curriculum, including integrated first-year and capstone experiences. (Aspirational Statement #1)
- 2) Develop integrated strategies to build and maintain an optimal and sustainable student body size while also recruiting and retaining high quality faculty and staff. (Aspirational Statement #3)
- 3) Acknowledge the first peoples of this land and this land’s history as a boarding school through curriculum, programming, and partnerships with Native students and communities, as well as through visual markers on campus. (Aspirational Statement #5)
- 4) Create a democratic community committed to open communication where students, faculty, staff, and local community members from all backgrounds are empowered to contribute to the decisions, infrastructure, and liberal arts education on UMM’s campus. (Aspirational Statement #6)

Work on each statement will be undertaken by a taskforce comprised of members of relevant governance committees and administrative offices, with faculty, staff, and student representation. The initial charge will be for the group to discuss and make recommendations on a set of critical questions about the aspirational statement such as:

- how does this statement help us to realize our overall vision;
- how will we define and measure success;

- how will we set priorities;
- what resources are needed to achieve this goal;
- who needs to be included in the conversation;
- how might this aspirational statement impact student recruitment, retention, and our relationships with external entities.

The group will then outline a draft set of strategies and tactics that would allow the aspirational statement to be fully met, including a timeline, with articulated intermediate benchmarks. Note that at this point I am not asking for the taskforce to settle on the substance of what will be undertaken, but rather to develop the process that will allow us as an institution to build out and realize this aspiration.

This is a lot of work, particularly since I am asking for this to be completed by mid-February. The tight deadline is so that we can address the more substantive work imagined in each of the four aspirational statements with an eye toward having a more fully constructed plan by the end of the academic year for the reasons I articulated earlier.

Invitations to members of each taskforce will be distributed this week.

All of this goes on, of course, in the context of many other activities and concerns: we are all busy!! In the interest of making sure that we are able to complete our rather full agenda, I will mention only one of them here:

The Board of Regents will be considering candidates for UMN system President forwarded by the Presidential Search Advisory Committee tomorrow. (The meeting will be live streamed at 3pm.) They will be identified only by letter or number in the public conversation. I expect that we will know more about who the finalist(s) are by the end of the week. Please continue to remain engaged in this process and make your voice heard as the search comes to a critical point.

Finally, I want to express my hope that each and every one of you has a productive end to the semester, followed by a peaceful, joyful, and delicious holiday break."

II. **For Action.** From the Steering Committee. Approve minutes from 10/30/18 Campus Assembly Meeting. Unanimously approved as amended.

III. **For Action.** From the Curriculum Committee. The attached curricular changes proposed for 2019-21 Morris Catalog were approved as presented.

Comments:

Judy Korn read the following prepared statement: "I serve as your registrar. Thank you for the opportunity to say a few words about WLA and ENGL 2109.

Campus Assembly approved the Writing for the Liberal Arts general education requirement in fall 2012. It was implemented in fall 2013, and it quickly became apparent that we had not considered all the consequences of this new gen ed and the one course that fulfilled it, English 1601.

That fall, new high school students were surprised to learn that their writing courses completed at other colleges did not fulfill the WLA requirement. The Scholastic Committee, which hears general education petitions, was removed from the petition process for Writing for the Liberal Arts. The transfer evaluation coordinator, who was first told to organize a review of transfer courses for the writing coordinator, was told that courses from other institutions, completed by high school students, would not be reviewed for WLA fulfillment or English 1601 substitution.

To sort it all out, the Steering Committee appointed an ad hoc committee. It took until March 2014 to reach a resolution, of sorts. Today, some members of our campus community continue to feel the impact of Writing for the Liberal Arts decisions almost on a daily basis.

I believe we should be honoring students who complete college writing before attending Morris rather than requiring another course. The WLA requirement may be impacting student recruitment, enrollment, new student registration, advising, success coaching, transfer evaluation, progress towards the degree, and retention. The Minnesota State Legislature continues to promote and fund AP, IB, PSEO, and dual enrollment. The Minnesota State Department of Education tracks the success of high school students in these college-level programs, noting in particular the success of students underrepresented in higher education and students with socio-economic challenges. I welcome conversations about these topics, but today, with limited time, our focus is ENGL 2109...

...a course that brings to my mind fall 2013 turmoil when we were not all on the same page when we implemented ENGL 1601.

Julie has stated that new high school students will choose between ENGL 1601 and 2109. How will they choose? What will be the adviser's role? The catalog description reads "...this course helps writers further develop skills in expository and persuasive writing..." Upon what experience are the students further developing writing skills?

In a few minutes, we will vote to change 2000-level English courses to 1000-level in an effort to make them more attractive to first-year students, yet we are creating a 2000-level course for the Writing for the Liberal Arts requirement, which is supposed to be completed by students in the first year at Morris.

My understanding is that ENGL 1601 and 2109 will have the same goals and objectives. Can a student take both? If so, can ENGL 2109 count towards the English major as an optional 2000-level elective? If not, we will encode that in the degree audit. It will be unusual for an ongoing Morris 1000-level course to be an equivalent for an ongoing Morris 2000-level course.

How will ENGL 2109 impact teaching licensure, which requires students to complete college writing and a 2000-level or higher English class? Can they take 2109 and satisfy both requirements?

When we created the WLA gen ed, Campus Assembly was making a statement that all students deserve the best opportunity possible to become good writers, yet, our entire focus has been on students who have already completed college writing requirements before attending Morris....not on the students who arrive at Morris without college writing experience.

Students who arrive at Morris with college writing completed are required to take ENGL 1601, which results in completing a total of at least two, and more often three, first-year college writing courses during their academic career.

Students who arrive at Morris without college writing experience take one Morris course, English 1601, unless it is recommended that they take ENGL 1001 first, Fundamentals of Writing, which doesn't fulfill WLA. This fall, Morris didn't have enough seats in ENGL 1001. We filled two ENGL 1001 classrooms and about 20 more students were eligible to take the course, but we didn't have enough seats.

Morris has the highest course withdrawal level than any other University of Minnesota campus, and one course with a high level of withdrawal is ENGL 1601. A possible reason comes to mind: Students without college writing experience (some of them who should have started in ENGL 1001) are sitting next to students who have already completed six to eight credits of college writing prior to registering for ENGL 1601.

In 2012, the Writing for the Liberal Arts general education proposal stated: "Including our most successful writers (students who completed college writing courses in high school) in a required writing course benefits all students in the class by diversifying the classroom: stronger students raise the level of discussion and

help insure that writing workshop sessions (a key component of college writing) are more productive for all participants. In addition, requiring the course of all students reduces the chance that the course will be perceived as remedial.”

Three questions based on this paragraph from the original WLA proposal:

Is ENGL 1601 perceived as remedial for students who completed writing at another institution?

If ENGL 2109 has been created for students who completed college writing at another institution, are we creating one gen ed for students without college writing experience and another gen ed (with hidden prereqs) for students with college writing experience. Will students without college writing experience be disadvantaged if they take ENGL 2109?

As recently as this fall, the “diversifying the classroom” statement was used as a justification to not accepting IB, AP, dual enrollment, and PSEO college writing credits to satisfy Writing for the Liberal Arts. Will students with college writing experience take ENGL 2109 and without experience take 1601? What then has changed in a few short weeks? Is a diversified classroom of successful writers and new writers no longer important?

Curriculum Committee is slated to discuss general education during spring semester. MCSA is currently working on a gen ed survey for students that addresses Writing for the Liberal Arts. The timing for introducing a new course to satisfy Writing for the Liberal Arts doesn’t feel right to me.

In addition, some members of the campus community believe that the 2013 ad hoc committee discussed one course to satisfy Writing for the Liberal Arts: English 1601. When I review Campus Assembly, Curriculum, Scholastic, and Steering Committee minutes from that time period, it seems perfectly clear that English 1601 is the “one course.” It was shaped for WLA, and WLA was shaped for 1601.

That’s me. Others read the same minutes and see the door open to courses like English 2109 to satisfy the WLA gen ed. That’s not a criticism of those who recorded those minutes. They are correct. That’s an illustration of the still-confusing Writing for the Liberal Arts requirement. It confuses new students. It confuses transfer students. It confuses advisers.

ENGL 2109 has the potential to add more confusion to an already confusing general education requirement. Gen eds should not be confusing.

If Campus Assembly is ready to confirm ENGL 2109 as an additional course to satisfy the Writing for the Liberal Arts at this time, we should do so. I have no objection to this new course. But, I will vote against it because I don’t believe the timing...before a review of general education...feels right, and I don’t believe the discussions of 2012, 2013, 2014 imagined a second course like 2109 satisfying WLA. I believe the intention was to one day create a writing intensive upper division course that all Morris students would take, and ENGL 2109 cannot serve that purpose if it has the same goals and objectives as 1601.

If campus assembly votes against this course, the English discipline will not be left without options for fall 2019 if budget cuts or enrollment or staffing changes impact its planning. While it would be unusual for a catalog year, the Division Chairs could approve a provisional course that would allow us to explore WLA and more fully consider ENGL 2109. The Curriculum Committee discussed ENGL 2109 for only five minutes before it arrived before Campus Assembly.

If campus assembly votes for this course, if our students have a need for this course, the Office of the Registrar will fully support that decision, completely and wholeheartedly, in every way possible.”

Julie Eckerle said the new course meets current WLA objectives and noted Judy’s explanation of the problems implementing WLA. The English department agrees that the writing requirement needs to be revised. This allows us to experiment with another option and gather information. Annika Nelson said she is

excited about the proposed course and believes it makes sense to have more options. She believes having more options is a good thing. LeAnn Dean asked if the Information Literacy component currently included in all WLA sections would also be mandated for ENGL 2109 and Julie Eckerle responded that it would.

Roland Guyotte asked for point of information. Motion was made to vote on proposed curricular changes except Engl 2910. Curricular changes approved as presented.

Motion to vote on Engl 2910 was approved as presented.

IV. **For Action.** From the Membership Committee. The changes to committee rosters were unanimously approved as presented.

V. **For Information.** Summary of Community Hour Feedback

Due to time limitations, Tammy Berberi, Chair of Steering Committee, will use the Campus Assembly listserv to report on the community hour feedback.

VI. **For Information.** Chancellor's Budget Update

Chancellor Behr reported the purpose of the presentation today is to provide context around budget conversations for those of you not involved in the discussions last year. She talked about the plan for this year and the proposal for our budget next year. She expects to update the campus in the spring.

VII. **Adjournment.**

Adjourned at 12:40 pm

Submitted by Carrie Grussing

Date submitted to Digital Well 3.6.19

November 19, 2018

Memo To: Steering Committee
From: Janet Ericksen, Curriculum Committee Chair
Subject: UMM Curricular Changes Proposed for 2019-2021 Morris Catalog

Below are items approved by the Curriculum Committee, which we request be placed on the agenda for the December 4, 2018 meeting of the Campus Assembly. The document with each proposed change can be found at <https://committees.morris.umn.edu/curriculum-committee>.

A summary of votes cast by Curriculum Committee members is presented below:

Division of Education:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Education (ED) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Revised Course: ED 2201 Deactivated Course: ED 2302 New Courses: ED 1802 – The Challenges and Rewards of Teaching as the Work of Social Justice (2 cr; IC) ED 2231 – Disability in American Education (2 cr; HDIV)	Oct. 11	(12-0-0)
Elementary Education (ELED) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements)	Oct. 11	(12-0-0)
Secondary Education (SEED) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Revised Courses: SEED 4115 and 4201	Oct. 11	(12-0-0)
Sport Management Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements)	Oct. 11	(12-0-0)

Sport Studies and Athletics (SSA) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Revised Courses: SSA 1408, 2111, 2131, 2401, 2402, 2403, 2404 New Course: SSA 1409 – Varsity Track and Field - Indoor (0.5 cr)	Oct. 11	(12-0-0)
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Philosophy (PHIL) Form A (Discipline Summary of Program Changes) New Course: PHIL 1805: Campus Quandaries: Moral Problems Raised by College Life (4 cr; IC)	Nov. 8	(10-0-1)
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Division of the Social Sciences:

Gender, Women, and Sexuality Studies (GWSS) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Revised Courses: GWSS 1101, 4901 Deactivated Courses: GWSS 2001, 3414 New Courses: GWSS 2101 – American Masculinities: The Making of Guys, Dudes, Bros, and Men (2 cr; SS) GWSS 2102 – Masculinities in the Margins: Intersectional and Marginalized Masculinities (2 cr; SS) GWSS 2404 – Feminist, Queer, and Intersectional Theories (2 cr; HDIV)	Oct. 11	(12-0-0)
Human Services (HMSV) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Revised Course: HMSV 4896	Oct. 11	(12-0-0)

Interdisciplinary:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Interdisciplinary Studies (IS) New Courses: IS 2039 – Understanding Cuba (2 cr; IP) IS 2044 – Chasing the Plague in Edinburgh: Scientific and Literary Perspectives on infectious Disease (4 cr; IP) IS 3001 – Career Skills for STEM Majors (1 cr) IS 3103 – Graduate Success Seminar (1 cr)	Nov. 8	(11-0-0)
Environmental Studies (ENST) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Revised Courses: ENST 3001, 3101 Deactivated Course: ENST 2201	Nov. 8	(11-0-0)
Honors Program (H) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Deactivated Courses: IS 3235H, 3236H New Courses: IS 3254H – Honors: The Prairie: What It Was, What It Is, What It Can Be (2 cr; ENVT) IS 3255H – Honors: Machine Learning in Society: What Trains Whom? (2 cr; SS)	Nov. 8	(11-0-0)
Latin American Area Studies (LAAS) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements)	Nov. 8	(11-0-0)

<p>Native American and Indigenous Studies (NAIS) Form A (Discipline Summary of Program Changes) Form B (Discipline Objectives and Requirements) Deactivated Course: NAIS 2253 New Courses: NAIS 1054 – Associated Languages: Introduction to Nahuatl Language (4 cr; IP) NAIS 3220 – Indigenous Language and Cultural Immersion Experience (2 cr) NAIS 3404 – Contemporary Research Issues in Native America (4 cr; E/CR) NAIS 3405 – Digital Workshop in Native American and Indigenous Studies (2 cr; E/CR)</p>	Nov. 8	(11-0-0)
<p>New Minor: Sustainability Leadership (SL) New Course: IS 3104 – Sustaining Community: Stewardship, Leadership, and Social Change (1 cr; E/CR)</p>	Nov. 8	(11-0-0)

