

University of Minnesota Morris Digital Well

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Planning Committee

Campus Governance

4-25-2018

Planning minutes 04/25/2018

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To:	Planning Committee	
	Participants:	James Wojtaszek, Melissa Bert (ex-officio), Tom Johnson, Siobhan Bremer, Renee Seykora, Jana Koehler, Tiernan Lenius, Parker Smith, Fawn Stone, Mike Cihak, Bryan Herrmann (ex-officio), Gwen Rudney (ex-officio), Matt Senger (ex-officio), Alison Campbell (secretary)
From:	Engin Sungur, Chair	
	Present:	Tom Johnson, Renee Seykora, Tiernan Lenius, Gwen Rudney, Jana Koehler, Matt Senger, Mike Cihak, Bryan Herrmann, Alison Campbell
Subject:	<i>Meeting Agenda</i>	
	Date:	April 25, 2018 (Wednesday)
	Time:	11:00-11:45am
	Place:	Imholte 115
Committee Website	http://committees.morris.umn.edu/planning-committee	
Committee Moodle Site	https://ay15.moodle.umn.edu/course/view.php?id=7767	

THE AGENDA

1. Approval of our previous minute(s) (will be provided by Alison Campbell) (5 min.)

Action: Approval of the minutes- yes

2. Discussion on Strategic Visioning Task Force Draft Vision and Goal Statement (please see the below) (40 min.)

The Planning Committee received Engin's feedback ahead of time. The group agreed that the feedback will come from the minutes but individuals were encouraged to share their comments on the google form. Some members noted that the new goals and vision statement do not include words like "continued" and "excellence." They feel these show that we are have been working toward something. A committee member brought up that the task force goal was to start from scratch and not look at past goals or statements. These are not finalized and are bound to change with the campus feedback.

These goals and vision statement were created by subcommittees with different people from the task force. They were then brought back to the main group for revisions.

Suggestions from the committee:

- Vision Statement – add wordage like excellence or model/standard liberal arts college.
 - Tiernan said the task force debated using "standard" and decided not to use it because we want to be unique and not become like other colleges or they become like us
 - Achieve excellence through collaboration
- Tom asked Nic McPhee to break down the participant numbers by divisions, number of students, faculty and staff
- Goal #1 – Why was project based work elevated above other ideas? - Project based work came up a lot from the data – how do we want to adapt to the 21 century?
 - Idea behind it was not to overhaul the entire campus to project work but to see the importance of incorporating it
 - Curriculum committee talked about different ways to approach the general education requirements

- Goal #3 – Kevin Whalen (Native American Studies teacher) helped craft.
 - Boarding school portion is not a great part of our history but the tuition waiver came from that and we honor it
 - Does it say enough?
 - Could Kevin Whalen organize a focus group – or specifically send to the appropriate groups
 - How do we include all our communities? – The task force thought that the Native American community was significant and should stand alone
- Goal #4 – push accessibility through innovation
 - The word “provide” shows lack of – the task force didn’t want growth language – maybe could use “reach” or “achieve” full accessibility

APPENDIX: Strategic Visioning Task Force Draft Vision and Goal Statement

Vision

At Morris we practice inclusive liberal arts through creative and innovative collaboration. Grounded in our sense of history and place, we serve our diverse communities locally and globally. The Morris experience challenges students to connect their passions to meaningful futures.

Goals

1. Honor our liberal arts tradition by preparing students to discover, through project-based work, solutions to complex interdisciplinary problems of the 21st century.
2. Work to ensure that UMM is a socially, economically, and environmentally sustainable institution. This requires stable enrollment so that UMM can engage in effective planning that will provide students, faculty, and staff with consistent support and resources.
3. Acknowledge our history as a boarding school and our continuing commitment to Native American students and communities through curriculum, programming, and service.
4. Provide full accessibility to all of UMM’s living, service, teaching, and learning spaces for everyone who uses our campus.
5. Define UMM’s place in the University of Minnesota system, local region, state, nation, and world.
6. Foster community engagement and personal growth by creating a democratic community where students, faculty, staff, and local community members from diverse backgrounds contribute to the decisions, infrastructure, and interdisciplinary education on UMM’s campus.

Goals and specific ideas

The goal statements are inherently and inevitably broad, and as a result only loosely capture many of the specific ideas that we saw repeated in your work in the visioning workshops and comments. Below is the same set of goal statements, but with some more concrete ideas that we hope will help clarify the themes we were seeing in your collective input. We see these more specific ideas as possibilities and suggestions that the campus community (including the Assembly and campus committees) might explore in more detail as we move forward in this process.

- 1) Honor our liberal arts tradition by preparing students to discover, through project-based work, solutions to complex interdisciplinary problems of the 21st century.
 - Update our general education program to increase focus on interdisciplinary, student-driven, project-based curricular experiences.
 - Helps prepare students for post-graduation life.
 - Projects can integrate and benefit the community, region, and beyond.
 - Provide advising and mentoring to support this type of project-based experience.
 - Be broad and creative in our interpretation of “experience”. Provide students, faculty, and staff appropriate credit for work in a variety of valuable co-curricular activities.
 - Build a simpler, more integrated set of general education requirements by designing requirements that are understandable and explainable, and which place more emphasis on student-driven interdisciplinary experiences.

- Build a required first-year experience that immerses students in the integrated, interdisciplinary nature of the liberal arts. Students collaborate with multiple faculty, staff, and students across different areas, communicating ideas and building the skills that lay the foundation for their future success.
- Develop a campus-wide interdisciplinary capstone experience where students work with a small advising committee to design and implement a final project that builds on and showcases the skills and expertise they've developed in their time at UMM.
- Support our commitment to global engagement by adding increased access to world languages (especially native languages) to learning abroad experiences, and to supporting campus events and curriculum that represent many cultures.

2) Work to ensure that UMM is a socially, economically, and environmentally sustainable institution. This requires stable enrollment so that UMM can engage in effective planning that will provide students, faculty, and staff with consistent support and resources.

- Invest in educational programs that will raise Morris's marketability. These may include, but are not limited to, 4+1 programs, certificates, and other post-undergrad educational opportunities.
- Make UMM more appealing by supporting and developing services for faculty, staff, and students, including child care and mental health services.
- Encourage and support work-life balance for students, staff, and faculty.
- Continue to grow our campus commitment to sustainability.

3) Acknowledge our history as a boarding school and our continuing commitment to Native American students and communities through curriculum, programming, and service.

- Name the native land that we are on in native languages to recognize our place and the Anishinaabe, Dakota, and Lakota peoples to whom the land belongs, not just as a past memory, but a living present.
- Share the history by making it recognizable visually in the identity of our place in the form of a Native American Student center and historical interpretive center as a gathering place for native students and communities and a space for campus members and visitors to learn about the indigenous past and present of UMM.

4) Provide full accessibility to all of UMM's living, service, teaching, and learning spaces for everyone who uses our campus.

- Provide a liberal arts education opportunity for students from all backgrounds, but primarily to ensure that this is accessible to diverse first-generation, low-income, and Native American and indigenous populations.
- Use universal design to make the physical campus visually welcoming and physically accessible for people of all abilities.
- Recognize the importance of mental health and mental health services for the success of all, we should aspire to provide excellent mental health support for our campus community.

5) Define UMM's place in the University of Minnesota system, local region, state, nation, and world.

- Affirm and tell UMM's story, building on its history, rural location, and engagement with community outside of campus.
- Foster community engagement and growth on-campus, in the local geographic area, and beyond.
- Embrace and share our rural, agricultural, and land-grant heritage.
- Create local connections and curricular opportunities by developing shared physical spaces in the Morris community beyond our current campus.
- Highlight Morris as an education oasis, where people can focus on forming community and developing liberal arts skills to carry into the communities they join after graduation.

6) To foster community engagement and personal growth by creating a democratic community where students, faculty, staff, and local community members from diverse backgrounds contribute to the decisions, infrastructure, and interdisciplinary education on UMM's campus.

- Increase our commitment to a diverse workforce that reflects our student demographics (and our changing state demographics) through investment in recruitment and retention.
- Update and reinvigorate our long tradition of shared governance, creating a more accessible and understandable framework, and working to more deeply engage all elements of the community.
- Promote an inclusive campus climate where diversity is celebrated and that engages in practices of equity and justice through responsive research, teaching, and community engagement.