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Morris Campus Student Association

Campus Governance

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MCSA Forum minutes 03/09/2020

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Memo to: MCSA Forum Members
From: MCSA Executive Committee
Subject: Forum Agenda for Monday, March 9th, 2020.

The Forum will meet on Monday at 6:00 pm in IH 109/ Cow Palace.

Called to order 6:02pm

- I. Open Forum**
- II. For Action: Approve Agenda**
 - A. King motions
 - B. Scovil seconds
 - C. Motion passes
- III. For Info: [Minutes from 2.24.2020](#)**
 - A. Johnson motions
 - B. King seconds
 - C. Motion passes

IV. *Janet Shrunk Ericksen and Adrienne Conley on CSLO's and Gen-Ed*

Janet Shrunk Ericksen- A lot of the discussions we have had about these have involved combinations of these things. I sent out a call last semester to the campus for anyone to submit a general education proposal. It had to be true to our mission, multi-disciplinary, and flexible. We then divided into subgroups, and so we got 6 different proposals, including a new WLA proposal. The tiers proposal is a reorganizing of what we already do. We need to have our curriculum be compatible with the Minnesota Transfer Curriculum. This includes things like completing a second language, it doesn't get into the details about what we would require for each. Core and high impact practices is next.

Conley- This proposal was put together by the student affairs directors. It is not a stand alone proposal, we see this being combined with whatever proposal is accepted. The reason why we're doing this is because we believe we have something unique on this campus, which is strong co-curricular experiences. Like mentored experiences, such as UROP and work experiences. We are looking at how to get credit for these experiences within the curriculum. So, high impact practices were also categorized as experiential learning. Just being a part of a club is not necessarily enough to earn credit, but imagine if you had a mentored research experience along with being a student leader. You've seen some of that happening with some of the service learning courses. This would then be reflected into your transcripts, so they would see you as your academic self, they would also be able to see the other experiences and see that

you're well rounded. Some other smaller liberal arts institutions are doing that, so we want to figure out how to make that work for us here in Morris. We have to figure out the how.

Shrunk Ericksen- The how is how we would record who is doing what.

Conley- And that is not an easy thing to capture, so we need to look at that.

Shrunk Ericksen- The curriculum committee were very positive to this proposal, and I see a lot of you nodding your head about this right now.

Conley- We want to help you articulate what is special about this place, and it will enhance what your degree is. Feel free to talk to us about it if you have any comments or questions.

Shrunk Ericksen- This is tied to the CSLOs, and we don't have those settled yet. This is one model that we discussed, maybe not with these verbs, but it's sort of the umbrella. If we had something like this, it would be easy. This came from a group of faculty. We are trying to unite a clear answer as to what Morris general education is all about. We haven't really figured out which course would go where. This is hugely more flexible than what we currently have. We would have three subcategories under "Participation" which I really like. It would simply be taking a variety of courses. This is the most flexible plan. This one, Core & Theme, has different core components that could be writing, which would be a three tiered writing program, then Info and Tech literacy, which might be apart of a first year experience, or research methods, or the senior seminar, then teamwork requirement, which was, to some extent, the purpose of the IC Course, then critical thinking, this would be a distribution requirement, and we also feel a responsibility at a liberal arts college to focus on ethics, it is multidisciplinary and is as important as writing, and we would make it explicit in senior seminars. These aren't necessarily the five core areas, but that was the proposal. So, moving on to themes, Rebecca and our group came up with these themes. The themes wouldn't necessarily require the same thing, like language requirements for example. We wouldn't necessarily need the same requirements for each theme, and then there would be a purpose for your general education. This would take a lot of work to map this out. You could say that I'm interested in this, and then your general education would be geared to that. Next, there is the 3 bucket model of slotting things in. I'm not a big fan of this one. Even this would be easier to explain than our current general education. Everything that you do would fall into that, and we would have to decide about what fits into each category and how flexible it is. The biggest worry is that if we don't force students to take some courses, they won't. So, this would reslot what we have. The fabulous no nonsense group, because it was headed by Peh Ng, they followed what we have closely. This plan reorganizes what we already have. This group tied it back to the mission statement very neatly. So those are the 6.

Scovil- My committee couldn't meet last week, and individually the theme one and the FABN proposals were near the top, as well as including the extracurricular stuff in there.

Rosemark- The theme one jumps out to me.

Loechler- The only thing I fear with that one, is I feel like it loses a bit of the liberal arts amazingness. I'm a bio and GWSS major, so I love being in everything.

Shrunk Ericksen- The goal in each theme would be to draw from multiple divisions. There's no way to get out of art performance or math and symbolic reasoning, for example. We still have to align with the Minnesota transfer curriculum, and we are trying to get at "Why come here to do it?" I think the theme is going to require a lot more explanation.

Black- Has how easy it would be to transfer into this gen ed plan been considered when we look at these? On one or two of them, being a transfer student meets a requirement.

Shrunk Ericksen- We are bound by law to make sure that we meet the Minnesota Transfer Curriculum, so we still have to work all the details, but I would argue that the real issue right now is in the majors. So it's an important question and we are keeping it in mind and will make sure that the mapping for transfer students is very clear. Our next steps are that the curriculum can come up with a top 2 or 3, and then charge a task force with trying to figure out the details. Unless people are really excited about the tiered model, then I don't see it making it to this next catalog, we would have to work more. Plus, that wouldn't make much of a change. I want to, once curriculum decides, then we can have more discussions with students. Do you think we need to have conversations about this with students before we narrow it down?

Rosemark- Yes

Shrunk Ericksen- That's why I think having the task force ironing out the details is a good idea.

Black- Maybe not get student input on these specific plans, but just general feedback about general education stuff.

Ericksen- We have gotten student feedback previously, we have worked on this for years. We spent the whole first year trying to collect information, and if you have more please let us know. The proposals are in a public folder, so you can read the lengthier versions if you want.

V. *Viktor Berberi and Autumn Johnson on [Posting Procedures](#)*

Johnson- I'm not going to read through the whole thing. A summary, this is how we're going to go about what posters can go where. We're thinking of doing levels like a ski hill would. So divisions can have specific posting locations, and the next is a general university posting location, which comes with requirements. There needs to be a purpose. And then general posting locations, which are free for all types of things. This also outlines residence halls and table tents, which table tents previously did not have any written rules. This is not a final draft, we're just looking for feedback right now.

William Biggerstaff- In regards to the student activities office checking things off, that is for them to assure that it is a student org putting up the poster?

Johnson- Yes, they have a stamp for removal and it marks a date for the poster to be removed following the guidelines.

Black- On the number of posting locations in the various buildings, there were way more locations than this.

Loechler- The UMD has 8 posting spaces, it seems like we're reducing it a lot, but we wanted to leave 27 as a draft to show all of you to see if that's something you think would be a problem, but in context of other campuses, that's still a large amount. Another reason we liked the lower number is for sustainability reasons. Like, is a poster on each floor really reaching more people than just the main lounge?

Johnson- Student activities had gone around campus and made a catalog of posting locations and from that they divided up the categories based on what they estimate of traffic.

Black- I was just wondering where the number came from. There is a rule that posters cannot cover other posters, so I worry about that issue with less posting locations.

Johnson- Technically, by covering another poster it violates the spread of that poster. We are hoping that by managing the posters better, there won't be that issue.

Black- I imagine this will be amended once it gets implemented.

Loechler- That is current policy that you can't cover posters, so there will be a lot of running around seeing if this is actually working.

Scovil- How did you get the max of 16 weeks?

Johnson- A semester.

Lund- That is what it currently is.

Scovil- For residence halls, in the apartments, the only communal space we have is the Cube and people don't go on the upper floor of it.

Loechler- We could also move the posting locations downstairs.

Pittman- In Gay there are only 10 people who go to the main lounge enough to actually read the posters. I think they are more effective on the individual floors.

King- The library has their own posting policy, so you guys need to talk to them about that.

Jade Simonson- Have you considered putting something about requiring a contact for disability accommodations?

Biggerstaff- The requirement for contact information, so let's say like if Women's Rugby was having an event, they should have contact info for how to get in contact or how to get involved. That information is available on campus connection.

Lund- Even now, you need to put contact information to get a poster put up in the student center.

Simonson- Also, should specify what the contact information entails.

Roemeling- I think we do need the contact information on the poster, if it is on campus connection then it shouldn't be an issue putting it on the poster if it is something they represent.

Happ- The thing about the chalking section, I know a lot of CA's that do chalk outside the residence halls for programs, and that seems like it would not fit into this.

Johnson- This is something that Student Activities already operates under, but I think the CAs fall into the category of academic disciplines, offices, and programs.

Biggerstaff- In regards to the logistics for Student Activities to keep a log of all of this, is that a reasonable thing for them to do?

Lund- We already do that at the office and it's fine.

VI. President's Remarks

Rosemark- Thanks for the great work, shoutout to Maddie Kornely for the tuition waiver info session, it was a very powerful event.

VII. Committee Reports

MCSA Committees

- Academic Affairs
- Campus Relations
- Resources and Operations
- Student Services
- Executive Committee
- First-Year Council

Campus Assembly Committees

- Consultative
- Curriculum
- Equity and Diversity
- Finance
- Membership
- Planning
- Scholastic
- Steering
- Student Affairs

Meeting in the prairie room, community hour.

VIII. Organization Reports

BSU

CNIA

Feather- Powwow is coming up, on that Friday before the powwow we need people to help make fry bread.

InterVarsity

KUMM

Woodley- Gen staff meeting on Monday and we put a tech fee request.

MoQSIE

Black- Looking for people to be involved in the drag show. We have a link to sign ups in the new business.

Saddle Club

Beuning- We are tabling Tuesday and Thursday, selling horse shoes and baked goods.

IX. Old Business

For Information:

1) Tech Fee

a) Weekend of March 28th - Required

Westfield- You are required to be there.

Happ- We have 15 proposals. On the 28th, you must be in Sci 1020 at 8:00am. Our first hearing is at 9:00am and we want to talk beforehand. You will be out at 6:30pm at the latest. We will have an hour and a half break from 1:00-2:30 for lunch to go to powwow.

Rosemark- And Sunday we will be back for deliberations.

2) [Share your story](#)

Westfield- Do this.

For Action:

1) [Vote in Campus Elections](#)

Westfield- Vote!

X. New Business

For Information:

1) [Support the U Day](#)

a) March 26th - Required

Westfield- Please sign up!

Loechler- Free food and Chancellor's excuse for an absence.

For Action:

1) Drag Show Sign-up Links

- a) [Stage Manager / Videographer](#)
- b) [Performers / Miscellaneous Help](#)

Westfield- Sign up if you're feeling it.

IX. Announcements

Liz Thompson- Powwow is coming up, and part of EDI we also want to add that educational component. We want to provide the education behind it, so especially folks who are not native. This Thursday from 7-8 in the TMC.

X. Adjourn.

Meeting adjourned at 7:00pm.