

University of Minnesota Morris Digital Well

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Campus Assembly

Campus Governance

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3-3-2020

### Campus Assembly minutes 03/03/2020

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Campus Assembly Meeting  
March 3, 2020  
Science Auditorium

**Chancellor's Remarks.**

Good morning and welcome to the first of two Campus Assembly meetings this month. It has been and continues to be a busy semester.

First, let me highlight some upcoming events and deadlines for this month.

**Today**, as I hope everyone knows, is primary day in Minnesota. If you haven't voted, please do. This is one of the most important things that we can do as citizens. It is a right and an obligation and it is important.

Tomorrow, **March 4**, from 11:30-1:00 in HFA 45, our third spring Campus Conversation will focus on general education. The Curriculum Committee has been reviewing and discussing possible revision of our General Education curriculum. In the fall, a call for general education proposals was circulated to the campus. The proposals that were submitted in response will be available for review and discussion at the Campus Conversation. Members of Curriculum will be there to listen to the feedback and hear participants' thoughts.

Friday, **March 6**, is the final day to register your opinions concerning priorities that came forth from the fall 2019 Strategic Visioning and Planning aspirational statement task forces. Recall that these groups were asked to develop recommendations related to strengthening our commitments to scholarship, sustainability, and accessibility, and which seek to elevate our role within the University of Minnesota system and as an educational center in our region and beyond.

An open forum was held last week and if you did not have a chance to attend, you may weigh in on the second set of SVP priorities via electronic survey. I will send an additional reminder regarding the survey -- with an embedded link -- tomorrow.

Remember that we have the goal of an endorsement by Campus Assembly of this second set of priorities before the end of the academic year so that we can fully map our strategic vision and plan to the systemwide plan.

(As an aside, President Gabel will host a virtual systemwide strategic plan town hall on Friday **April 3**. More to come on that as we receive details.)

Stan Henderson and Cedric Howard, our AACRAO consultants, have been on campus Monday and today working with a variety of groups. The teams are finishing their review of strategies, considering feedback from the open forum concerning strategies in February. After the open forum the feedback was used to revise the set of strategies. There is also an opportunity to submit comments and feedback on the SEM Planning website about the strategies before they're

finalized. An email was sent this morning to the campus community asking for final feedback on the draft strategies with a deadline for comments also of **March 6**.

The Recruitment and Persistence teams, as well as the SEM Planning Leads, have been learning about the development of tactics – and then action plans. There are additional opportunities for the campus community to suggest ideas for tactics. In addition to feedback that you may have contributed while Stan and Cedric are here and, as has been the case, submitting suggestions through the SEM Planning website, there will be another opportunity for campus input and feedback at an open forum to discuss SEM draft tactics on **March 23** from 3:00-4:30. The goal is to have the completed Strategic Enrollment Management Plan in place by the end of April.

Finally, **March 26<sup>th</sup>** is ‘Support the U Day’ at the State Capitol. This is an annual day-long event where students – and staff and faculty – from the five UMN campuses advocate for the University at the legislature. This year, we have an interest in the bonding bill which, if approved, will help us to update buildings on campus and improve learning and working environments. The recent makeovers in Humanities and Blakely came about because of Higher Education Asset Preservation and Renewal (HEAPR) funds that are part of the bonding bill.

Turning to two other issues:

As you are all aware, the COVID-19 virus is circulating in the US. Although there have been no confirmed cases in Minnesota and we do not yet know what the extent and depth of the virus’ spread might be, we are working with our colleagues from across the University of Minnesota system, local public health agencies, and here on campus to update and implement contingency plans so that we are prepared if and when the coronavirus appears in Morris. As plans develop, we will make certain to communicate across campus.

In the meantime, please use common sense everyday actions to help prevent the spread of this and other respiratory diseases:

- If you are sick, stay home from school.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.
- Avoid touching your eyes, nose, and mouth.

And lastly, in my update to campus last month, I indicated that as a part of our work around building a healthy and inclusive campus community -- the third group of strategic visioning and planning priorities endorsed by Campus Assembly last spring -- I had asked the three campus diversity and inclusion officers, Becca Gercken, liz thomson, and Chip Beal, to draft a plan supporting campus wide inclusivity and helping us to have respectful dialog across difference.

I am pleased to announce an important initiative to come from this effort. Beginning this spring, we will launch a sustained examination and discussion about the parameters of free speech at Morris, as a public university. We are envisioning a three part series beginning this spring, with

sessions on legal and communication issues, as well as a session with dialog about scenarios or case studies. In this case, dialog is about an approach to listening and airing perspectives without trying to persuade or reach a single conclusion. The three part framing series would be followed by summer and fall offerings in a variety of campus settings that would allow us to continue and extend the conversation. The goal is to be intentional and strategic about embedding throughout the campus the conversation as to what our obligations and rights around free speech are as individuals, a community, and an institution.

We are just beginning to construct the pieces of this initiative and so welcome suggestions about how we can together and constructively engage this important topic.

To close, let me reaffirm and thank each of you for your commitment to the University of Minnesota Morris and the important work that you do every day on behalf of this University and, especially, our students.

**For Action. From the Steering Committee. Minutes from the February 4, 2010 Campus Assembly meeting.**

In response to opening the floor up for corrections, Nick Skulan requested that we replace the Faculty Development Committee mentioned in his statements with the Faculty and P&A Affairs Committee. The minutes were passed as amended by a voice vote with no opposition or abstentions.

**For Action. From the Planning Committee. Approve the naming of the Clifford J. Benson Center for Community Partnerships.**

James Wojtaszek, Chair of the Planning Committee, referred to the details as outlined in last month's Campus Assembly and in this meeting's agenda packet. The first participant in discussion was Argie Manolis, who expressed support for this motion. She clarified that this name would accompany the included units even if they relocated to another building in the future and that the new umbrella name would not replace the names of the unit included within in. Roland Guyotte recalled knowing Cliff Benson and attested to the latter's role as an activist and supporter of UMM, in the days when we had to fight to keep the campus at Morris. Susan Schmidgall shared stories about Cliff Benson that were related to her by Helen Jane Morrison. There were recollections of the days of wining and dining legislators, including the train trip where 30 legislators came to Morris – the biggest trip that legislators had ever taken and the furthest they had travelled. When the question was called, the voice vote yielded all ayes with no one opposed or abstaining.

**For information/discussion: Two proposed models for campus student learning outcomes.**

Rebecca Dean and Rachel Johnson gave a presentation, representing the Assessment Council. They recalled the long process of discussions over the last year as well as the reason for having CSLOs. Up until now, we have been using aggregated data from program, gen ed and co-curricular assessments. The problem is that the current CSLOs are not all consistently covered by these three frameworks. For example, "lifelong learning" is difficult to assess. Over the course of the last year, they have received a lot of feedback from campus conversations. As a

result of a vote in Curriculum Committee last week, two types of models were brought forward. One is a type of Umbrella analogy where we have categories that include a variety of skills and knowledge. The other is the Developmental model where pathways for students are created, focusing on the development of skills and knowledge. Rebecca and Rachel included a powerpoint presentation that included pros and cons of each model. The Higher Learning Commission expects CSLOs to more resemble the Umbrella model. They stated that the next steps would be to gather feedback. By the end of the semester, there will be an opportunity for rank choice voting on which model we prefer. Communications and Marketing will be asked to help with the wording and branding of the model chosen.

Discussion included:

Mary Elizabeth Bezanson asked how transfer student would be accommodated in the Developmental Model. Would they have to “start over” when they arrived on campus? Rachel responded that we will not be assessing each student individually, but rather will focus on opportunities for all students. These are not like graduation requirements. There would be flexibility in the outcomes.

Kristin Lamberty stated that while she liked the language of the Development model, she didn’t think that it expressed outcomes as clearly. Either of the Umbrella models would be nice guides to how we approach the outcomes. We could still embed the Development approach within the Umbrella model. She personally liked the “4-ates.”

Cindy Boe wondered if more could be said about HLC’s preferences. Rebecca stated that she thinks the Umbrella models are more what HLC would expect. We’d have to work more to make the Development Model fit HLC frameworks. If you look at outcomes from other institutions, they are more explicit.

Chancellor Behr reported that HLC has asked us that by the 4<sup>th</sup> year of this accreditation cycle, we should be using our outcomes and assessment in our planning, budgeting and decision-making processes. We should have actionable assessment information.

Barbara Burke asked that we clarify that we aren’t expecting every single UMM graduate to have realized these outcomes. Rather, every program will include elements that satisfy the outcomes. Rebecca replied that every single program will work towards these goals. Some students will reach mastery levels and others not. These are the stars that we’ll use to align our programs with the goals.

Nick Skulan expressed the opinion that the Developmental Model might be an opportunity for change that would align with the strategic enrollment measures we’re currently discussing. This would be like the pathways we’re talking about in SEM.

Heather Peters asked whether, as we’re looking at these models, should we be looking as internal constituents or, rather, from the perspective of an external, marketing outlook? Rebecca replied that she would prefer that we think of these as internal measures and Communications and Marketing will help us “sell” them.

Chancellor Behr said that they had to be aligned with “who we are.”

Kristin Lamberty expressed the opinion that, coming out of campus conversations, it seems like if we had a simpler model, each program could develop an outcome that aligns with the campus goals. Gen Eds should help meet all outcomes.

Simon Franco said that it would be worth out time to think about an Umbrella model for the outcomes and the Developmental model as a pathway and, in that way, use both models.

**Announcements:**

Sam Rosemark, on behalf of MCSA, invited all to attend an info session on the American Indian Tuition Waiver where we could ask questions and gain knowledge. It will be held on Thursday night (March 5) at 6:00 in Science 2950. He also expressed appreciation to those who had submitted Tech Fee applications. They will be receiving e-mails indicating presentation times.

Tim Lindberg invited all to attend a session in the Cow Palace presented by the Political Science discipline on the 2020 Primaries and Caucuses: Reflections and Projections. It will be held at 7:00 pm on March 5<sup>th</sup>.

Chlene Anderson, as chair of the Faculty and P&A Affairs Committee, requested input as they planned the 2020 Professional Development Day. A survey will be sent out and the committee would appreciate assistance in ideas and possible presentations.

**There were no Campus Committee or All University Committee reports.**

**Campus Assembly adjourned at 12:30 pm.**

Respectfully submitted,  
LeAnn Dean (in place of Carrie Grussing)