

*Office of the Chancellor*  
University of Minnesota, Morris  
Morris, Minnesota 56267  
**DRAFT Campus Assembly Minutes**  
October 26, 2021

I. Chancellor's Remarks. (10 minutes)

October began with Homecoming 2021, which included, in case you missed these, the dedication of three spaces on our campus: the Fosgate Black Box Theater, the Clifford J. Benson Center for Community Partnerships—housing the Center for Small Towns, the offices of Community Engagement and Sustainability, and the Morris Challenge—and our new solar field, as part of our celebration of a really remarkable record of progress in sustainability. All three of these dedications reflect the best of UMN Morris: long faculty dedication to student and campus success, including our strategic priority of Enhancing the liberal arts education opportunity for students from all backgrounds (that would be priority 7); our strategic commitment to ENGAGING WITH THE REGION, STATE, & BEYOND, which continues the work of a key figure in obtaining and locating the University of Minnesota campus in Morris; and continuing to build on award-winning leadership in sustainability and conservation demonstrates community-scaled, world changing solutions to address climate change and fulfill our aspiration (aspiration 7) to be a leader in environmental, social, and economic sustainability. We received loads of positive feedback about homecoming events, and that reflects the good, hard work of so many people on this campus. Thank you, to all.

The next week was the October Board of Regents meeting, at which members of the system enrollment council gave an update on the system enrollment plan. A highlight of that, to my mind, was the direct assertion of the need for more marketing of the fact that the University of Minnesota is a five campus system, and that all five can gain if we are elevated together. You may remember last year's trial UMN System marketing, some of which is still available on a rather hard to find system webpage. I hope to report back later this academic year that more is in process or, better yet, is ready for our review.

The official enrollment counts for all five University of Minnesota campuses were also submitted to the Board this month. This fall, we welcomed 293 new high school students—9% more new students than last year—and 45 new transfer students to UMN Morris. Most of our first-year students (79%) are Minnesota residents, but 25 states are represented in the class of 2025. About a third of our students (30%) will be the first in their family to complete a four-year degree, and 28% are eligible for Pell grants. The average GPA of entering students is a 3.5 and over a third (37%) of our new first year students are student-athletes.

You may note that I did not mention our average ACT—this is because we did not use standardized test scores to evaluate admissions applications for fall 2021 applicants, nor will we for fall 2022 applicants. A decision about whether to resume requiring standardized test scores for fall 2023 and beyond will be made later this academic year.

Despite the myriad challenges last year, our first to second year retention rate for new high school students has stayed pretty steady compared to last year at 78%, as has our retention rate for new transfers (67%).

Our overall enrollment for fall 2021, however, is just under 1300 (1286), which is 4% lower than last year. We continue to educate a diverse student body: 40% of our degree-seeking students are from racial and ethnic backgrounds traditionally underserved in higher education.

The Office of Admissions staff has been hard at work recruiting students for fall 2022, including a successful series of on-campus group visits during the MEA break at the end of last week. Over 200 students and guests spent time touring the campus and learning more about what makes this an exceptional place to study, live, and grow.

At the same time, one change you may have noticed this fall is a smaller number of international students than we had before the pandemic. In part, this is due to a lack of new students from our partner institution, the Shanghai University of Finance and Economics. Last year, SUFE did not have *any* students commit to programs in the United States. We are in discussions with our partners at SUFE to revisit our agreement to best meet the needs and interests of both their students and our institution.

Our smaller entering classes, in particular for fall 2020, mean that the successful retention and graduation of our students is even more important for our institutional success. APLUS notes, good advising, engaging students in research and creative activity outside the specific classes—all that and so much more helps. I want, too, to note that we all need to be able to answer effectively the question of “why here?” for prospective and current students. While I’m sure there are many good answers to that question, I want quickly to name a few that I share with prospective students, in the hope that we can all elevate some of the same key points. UMN Morris students graduate with the same diploma that a student anywhere in the UMN system graduates with: a UMN degree, not a campus-specific one. The fact that we are part of the University of Minnesota means that we have such things as funded research opportunities for undergraduates; the fact that we are the liberal arts college campus of the University of Minnesota means that instead of competing with 40,000 or 50,000 students for these positions, Morris students are participating with, this year, 1300. Morris graduates continue to report the highest satisfaction across the University of Minnesota system with their college degree, and they repeatedly note how valuable they find their liberal arts education in their post-college lives. On that point, I count on you all to reference regularly and overtly support our campus student learning outcomes, approved in the blur of that first semester of pandemic pivot. Morris graduates are creative problem solvers, community contributors, and career-ready scholars (remember?).

Other liberal arts colleges offer much that is similar to what I just outlined. So why would students come to THIS liberal arts college? We are among the best advertisers for this campus, and I remain convinced that if we can increase people’s knowledge of this place, they will see why a UMN Morris education is so worthwhile. It’s worth reminding people what’s gained by our being a PUBLIC liberal arts college. We’re the only Division III athletics school that is public in the entire state of Minnesota, and about 1 in 5 of our students participate in a sport. Being public also means that part of our mission is to the region in which we are located, and core to our mission are access and sustainability. Our graduates carry the lowest college debt load of any of the five UMN campuses and one of the lowest in the state; the average at Carleton College is a little lower than ours, but we serve a student body with far more first generation college goers and higher economic need—AND our graduates have much higher social mobility long term (I’m citing a national study for that point). We achieved carbon neutrality in electricity last year, as you’ll recall, and our long record of innovation in sustainability has been and will continue to be student-driven. You have your own reasons, I’m sure, but we can and, I would argue, should have some overlap, and we should share reasons with students, friends, prospective students, anyone who will listen. With luck, we’ll have some completed hiring in marketing and communications soon, but even with that, this campus needs your voice. Thank you for all that you have done and continue to do to support our students and this campus.

Thank you, too, to all who participated in the mid-October visit of three of the new members of the University’s Board of Regents; the two other new members plan to visit later this year. We packed a great deal into their partial day here, and I think it went well; I received a note from Brian Steeves, the executive director of the Board who accompanied the regents here, that I want to share with you: “Thank you so much for hosting Regents Farnsworth, Huebsch, and Johnson at UMM last week. They all came away with a deep appreciation for the excellent, mission-driven work happening on your campus and what a true gem UMM is in our system. As always, the passion and commitment of everyone at the Morris campus was infectious!” Good job, all. In fact, they enjoyed their visit so much that I learned about an hour ago the March 2022 Board of Regents meeting, on March 10 and 11, will be held here on the Morris campus.

In this busy month, there is still time to complete the Engagement Survey, which is briefer and, I think, better than past versions of the survey. The last time we did this survey was fall 2019, and the results were shared to our campus in late February and early March of 2020; the pandemic kind of overwhelmed that, so let’s hope that this round can be more fruitful. The campus’s fourth Native American healing ceremony will take place this weekend; all are welcome at the

Saturday events, and the following weekend is the teach-in, featuring four Morris alumni and a guest speaker. We have a lot of education going on, in and outside of classes, and both our governance system (thanks, committees) and individuals are helping us move toward our goals. Thank you.

II. **For Action.** From the Steering Committee. Minutes from September 23, 2021 Campus Assembly.

**Approved with correction:**

Section VI. For Information and discussion, Calendars for AY 2023-2024 and 2024-2025, question and answer section states: “we begin classes on a Monday” when it should read “faculty comes back on Monday”.

III. **III. For Information. From the Steering Committee. Voting Results-Amendment to Campus.** Constitution Allowing Electronic Connection to and Fully Electronic Campus Assembly Meetings.

**Reported by Ed Brands**

Amendment to the Campus Constitution bylaws passed overwhelmingly in support of allowing Campus Assembly members to attend, participate, and vote virtually.

IV. **For Information.** From Academic Affairs. Update on General Education discussion.

**Reported by Peh Ng**

The committee reviewed all of the feedback from the October 12 General Education discussion and approved a motion to concentrate on components A, B, and D. Where A is experiential learning, B is first year experience, and D is the mission-based theme. There are two subcommittees working on the details of what the current general education will look like when components are incorporated. A draft will be available before the next campus discussion on Feb 3.

V. **For Action. From Academic Affairs. Approval of Proposed Off-Cycle UMN Morris Course Changes-Education, Humanities, Social Science, and Interdisciplinary Studies**

**Reported by Peh Ng**

Curriculum Committee approved off cycle curricular course changes. Course descriptions are available in the attachments located on the Campus Assembly Canvas page.

VI. **Q&A with Acting Chancellor Ericksen**

**Where are we with land acknowledgements?**

Tribes are still being consulted, but when the consulting part of the process is finished it will be brought to Campus Assembly for a vote. With Vice Chancellor Olson-Loy out this Fall, we are a little slow in getting approvals, and for now we should continue to use our draft acknowledgements.

**Please update us about any plans to look for unmarked graves of Native children who died while attending the boarding school.**

We are planning on sharing with Tribal contacts a year by year timeline, compiled by archivist Steve Gross, that links all of the historical data and documents we have in copy or in our archives. We won't make the documents public without first giving the information to the Tribal Historic Preservation Officers (THPOs) or Tribal councils. After that, we will take guidance from the Tribes on what information they would like us to share. In addition, Bryan Herrmann has been working with the University of Minnesota Real Estate Office on GIS mapping to figure out what historical information can overlay our current maps. We will also be sharing these with THPOs. Both the timeline and mapping have been requested by THPOs to help determine next steps. Tribal consultation will move forward with the information we have collected, and then we will be able to any geophysical work that Tribal Nations agree to--we will continue working with THPOs as we do so, to make sure they have the information they have requested so that they can provide well informed guidance. We also hope to have a website up by the end of the semester to help educate people outside of the University on Indian Boarding Schools.

**Will faculty have input about spring course modality?**

Division chairs are handling requests for spring course modalities. We will still accept requests, but not everyone who wants to teach in a particular modality will be given approval. The University need to be strategic about what it offers online, particularly because the Twin Cities campus' stance is not to allow faculty choice for modality and, as a result, they are offering relatively few online classes. Too, Morris students have expressed, both verbally and in their enrollment choices, a clear and strong preference for in-person instruction. Again, requests regarding teaching modality for spring are being handled through the division offices.

## **VII. Campus Committee Reports.**

### **Reported by Clement Loo**

As the campus Consultative Committee contains a representative balance of members from P&A, USA staff, faculty, and students, it offers the opportunity of being a sounding board for input and feedback on proposals or initiatives related to campus governance (in addition to reviewing concerns outside the scope of other campus governance committees and/or offer recommendations concerning follow-up with appropriate campus offices or programs). In this capacity, the Consultative Committee has recently offered assistance with the VCAA/Dean hiring process and is currently consolidating reports and feedback on campus initiatives pertaining to the UMN Morris strategic commitments. It would be appreciated that anyone working on projects in these areas contact the Consultative Committee so that we can invite you to meet with us so that we can get a more comprehensive picture of how we are working towards achieving strategic goals.

## **VIII. All University Reports. (2 minutes)**

### **Reported by Jennifer Goodnough**

**Update on the Provost Taskforce on Disability Access and Accommodations.** The taskforce does have recommendations that stem from a recently passed Senate resolution. The draft recommendations are posted on the Campus Assembly Canvas page. The recommendations include a required professional development module, the development of additional supplemental development modules, and lastly, an informational module for students. Please feel free to email the Morris Campus representative listed at the bottom of the page with any questions, comments, or concerns. The final report will be filed with the Provost office in December.

**Presidents Taskforce on Faculty Misconduct update.** The first meeting will be held this coming Thursday. The taskforce is system-wide and does not focus on individual misconduct, but rather on the processes and policies that contribute to the climate of misconduct.

### **Reported by Peh Ng**

**Update on the System-wide Academic Calendar Taskforce.** Acting Vice Chancellor for Academic Affairs and Dean Peh Ng is the Morris campus representative to this taskforce. The Provost has charged the taskforce with examining feasibility of unifying academic calendars across the system and with being more inclusive of religious and cultural observations and holidays.

There was a question about the feasibility of moving Fall Break to coincide with MEA. This has been discussed before, but it's helpful to explain regularly that the two days of MEA are prime recruitment/visitation days for our campus; moving fall break to coincide with MEA would mean the campus would be mostly empty on those days.

Participants are encouraged to email the Acting VCAA with any feedback or questions about the calendar.

## **IX. Announcements.**

### **Reported by Noelle Muzzy**

There will be a sustainability forum hosted by MCSA on December 3. Organizers are looking for increased attendance and are reaching out to faculty and staff to do short oral or poster presentations on the many different ways you can be sustainable. Please contact [muzzy017@morris.umn.edu](mailto:muzzy017@morris.umn.edu) if you are interested in participating.

### **Reminder from Sheri Breen**

Because we have many people participating online, we need to get into the habit of identifying ourselves slowly, distinctly, and into the microphone so that members attending online know who is speaking.

## **X. Adjournment.**

**12:33 pm**

# UNIVERSITY OF MINNESOTA

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October 8, 2021

Memo to: Steering Committee

From: Peh Ng, Curriculum Committee Chair 

Subject: UMN Morris Curricular course changes Proposed - Off cycle requests

Below are items approved by the Curriculum Committee that we request be placed on the agenda for the October 26, 2021 meeting of the Campus Assembly. For more detail, please review the documents in this [folder](#), which we also ask be made available to members of the Assembly.

A summary of votes cast by Curriculum Committee members (13 voting, 3 non-voting) is presented below:

## Division of Education Proposal:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Sport Studies & Athletics Courses seeking regular approval: SSA 3103 Philosophy of Sport and Physical Activity SSA 3301 Clinical Experiences in Athletic Training I SSA 4301 Clinical Experiences in Athletic Training II	Oct 7	(10-0-0)

## Division of the Humanities Proposal:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Communication, Media, and Rhetoric Course seeking regular approval: CMR 3301 Media Theory, Criticism, and Problems Music Course seeking regular approval: Mus 1039 Popular Music and Social Justice Theatre Courses seeking regular approval: Th 3006 Costume Crafts: Exploration in Fantasy Clothing and Puppetry Th 3307 Artistic Portfolio Th 3308 Advanced Lighting Design	Oct 7	(11-0-0)

**Division of the Social Sciences Proposal:**

<b>Program/Form/Course Action</b>	<b>Meeting Date</b>	<b>Vote (For-Against-Abstentions)</b>
Management Course seeking regular approval: Mgmt 3173 Comparative Employment Relations	Oct 7	(9-0-0)

**Interdisciplinary Studies Proposal:**

<b>Program/Form/Course Action</b>	<b>Meeting Date</b>	<b>Vote (For-Against-Abstentions)</b>
Interdisciplinary Studies Courses seeking regular approval: IS 3260H Honors: Science "Now in Technicolor" via a Sociological Filter	Oct 7	(10-0-0)

## Disability Access and Accommodations Recommendation Summary

The University is founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community. People with disabilities add to the richness of the diversity of the University of Minnesota. As mandated by law, the Disability Resource Center (DRC) works with students, faculty, staff and guests with documented disabilities to facilitate access on an individualized case-by-case basis. This interactive process takes time and requires the committed engagement of students and their instructors, faculty/staff and their supervisors, and guests and their hosts. The process is retroactive and requires retrofitting courses and programs through the determination and implementation of reasonable accommodations. Conversely, [teaching with access and inclusion](#) is built on the premise that accessibility may be built into systems, processes and learning environments so that fewer individual accommodations may be required.

Currently, the primary mode of access at the University is through the determination and implementation of individualized reasonable accommodations. Students, instructors, and the DRC engage in the interactive process and reasonable accommodations are shared with instructors through a letter that the DRC provides for students to give to instructors. Instructors are invited to contact the access consultant listed on the bottom of the student's disability accommodation letter if they have any questions or concerns.

This process may be confusing to instructors who may wonder what their role is in implementing reasonable accommodations. Instructors may also be curious about how reasonable accommodations are determined and what strategies may be implemented to reduce the need for individual disability accommodations.

In May 2018, the University of Minnesota Senate passed a [resolution](#) that called for implementing required professional development on accommodated instruction, testing, and best practices to support students with disabilities for University faculty, instructors, and instructional staff systemwide. In fall of 2020, Provost Rachel Croson assembled a task force to make specific recommendations related to this resolution. The [task force](#) developed the following draft recommendations for discussion:

### **Recommendation #1: Required Professional Development Module**

All University faculty, instructors, and instructional-support staff systemwide, including graduate teaching assistants who are instructors of record, will be required to complete an accessible, single, foundational online professional development program/module for supporting access and inclusion of students with disabilities in the classroom. This module will include case studies and scenario-based problem-solving and reflection opportunities.

### **Recommendation #2: Supplemental Professional Development Modules**

The University will provide a series of supplemental professional development modules that serve as a resource beyond the required module (Rec. #1). Topics include, among others, procedures for improving the accessibility of teaching and assessment. These opportunities would be communicated broadly to instructional designers and academic technologists in order to build capacity for creating inclusive learning opportunities as part of course design.

### **Recommendation #3: Recommended Informational Module for Students**

All students, both with and without disabilities, will have access to, and will be encouraged to complete, an online informational module. Topics include an overview of the rights and responsibilities that individuals with disabilities and their instructors have for accommodations. It would also include information about the role of the office for disabilities on their campus in the interactive process of developing and implementing accommodations.