

Office of the Chancellor
University of Minnesota, Morris
Morris, Minnesota 56267
March 29, 2022
Campus Assembly Minutes

I. **Chancellor's Remarks.**

Last Saturday was one of several admitted student days for new students who plan to start at UMN Morris next fall—at least we hope they will start here next fall. I always find it interesting to talk to these students, to hear what other colleges they're considering and what they're interested in. They often help me better understand the work we are doing here. One student, currently waitlisted at some very prestigious schools, is interested in Morris because of our program—what is right now an area of concentration major—in philosophy, politics, and economics. I am grateful to those who are developing that program, who looked at what we could do that might appeal to prospective students and came up with something that suits so well our mission and our capacity. Another admitted student I spoke with is interested in our medieval studies major. While this is admittedly just anecdotal evidence at this point, I am heartened by the interest in our interdisciplinary programs as well as such things as our student engagement opportunities.

We have, as you know, been working on better defining and elevating why students do and should choose this place to pursue their bachelor's degree. I know that for many of you, a frustrating part of elevating our campus strengths has been and continues to be the campus website. Earlier this year, we did preliminary work for a major overhaul of our website, and the today is the development kickoff meeting, focused on high level planning between some of our staff and our partners at Northern. Going forward, IT and Communications and Marketing staff will be heavily involved in the rebuilding, figuring out high level content, technology requirements, and project management processes. Others will be involved, too, including, we hope, some student workers. Communications and Marketing is trying to hire several students to help over the summer with this work—and those jobs will provide some excellent experience for a future resume.

The target for launching the new campus website is the end of this calendar year, November, even, if we can do it. In the meantime, I very much encourage you to continue to submit updates for out of date information on campus webpages, which will also help us be better prepared to launch the new site. To make changes, complete the [web request form](#), which is under Technology at Morris on our website; it also popped up second in the list of results when I simply searched "web request".

The website rebuild is one three priorities that we identified when we presented our fiscal year 2023 budget plans earlier this month to the University's budget oversight group, or "Budget 5": Provost Rachel Croson; Senior Vice President for Finance & Operations Myron Frans; Vice President for Finance Julie Tonneson; Vice President of Research Michael Oakes; Vice President of Health Services Jakub Tolar. We were asked as part of that presentation to identify three top priorities in relation to the budget and to MPact 2025. We listed:

Visibility & Awareness

- Relaunching the campus website
- Redesigning admissions publications

Restructuring General Education

- [to quote what Campus Assembly approved on this front, “Building a simpler, more integrated set of general education requirements that are more easily understood and explained to prospective and current students”], and

Modern Market Positioning

- Enrollment Marketing, leading development of positioning and proof statements to build the foundation of future campus messaging

All three, if done well, can have significant impact on our budget situation. All three are tied to enrollment. Acting Vice Chancellor for Academic Affairs and Dean Peh Ng will tell you more at the next Campus Assembly about the progress on restructuring general education, and I want today just to elaborate a little more on the other two areas.

At last week’s campus conversation, we talked about the campus budget for the next fiscal year, which Vice Chancellor for Finance and Facilities Bryan Herrmann also gave an overview of at Campus Assembly in February. As a reminder:

Our target enrollment is 310 new high school students and 70 transfer students. With a first-to-second-year retention rate of 79% [consistent with where it’s been for the last several years], we are planning to set the FY23 enrollment budget based on 1,206 degree-seeking students.

We expect the Board of Regents to approve a compensation increase, possibly about a 3.8% pool, and that brings the current need for operating funds for next year to about \$3,160,000. We will cover a substantial portion of that amount with the projected 1.75% tuition increase, with unspent carryforward balances, and with salary and fringe savings we have already determined. We still, though, project a need for \$1.7 million, which we asked the University to cover. I am optimistic that the University will do so, particularly since the percentages of the compensation and tuition increases are centrally rather than locally determined, but we remain in need of more income.

A new website, a new viewbook for admissions, and an improved understanding of what might help us stand out among the choices high school students have for college are all important to a more robust budget, and important to having a strong campus community. We are working with the experts at 3E and others to strengthen how we present the campus profile, and with Carnegie-Dartlet, a higher education marketing firm, on the admissions publications. Still, those actions alone are not enough.

I know that so many of you are working really, really hard, doing as much and more than you can really manage. I also know that it’s extremely challenging to find the space to think creatively when your time is already so tight. If you can, though, I encourage you to do just that: to think creatively about how we might do things well and still have time for ourselves. Figuring out what can really make a difference for this place is challenging—and implementing what we

envision can be even more challenging—but I know several individual, units, and disciplines are already thinking along these lines, as was evident in the first campus conversation we had this semester, which focused on potential unit and program level changes.

Next year is a catalogue year, so now is the time to propose changes—especially program changes that might create more welcoming pathways to degree completion for students who start at Morris with a year or more of college credits. If we can restructure majors so that prospective students paying a lot of money for college can clearly see a way to complete their BA actually at 120 credits, which might mean being at Morris for three years instead of four (and for many majors, this is already possible), then we accomplish two things: we show prospective students who have been ambitious already that we recognize both their ambition and their financial concerns, and we also create a space for those who want to and can stay to have a richer liberal arts experience, to do a longer study abroad, for instance, or take a major internship before they graduate. I'm not talking about changing majors so that required courses are offered in the summer; I'm talking only about, where feasible, rethinking courses or sequences. Now's also a good time to think about the ways we use our time to help build community with our students and among the campus as a whole.

All of us need to do all we can to make pathways into, through, and out of the University of Minnesota Morris as clear as possible. I do want to note on this front that we have successfully completed a hire in Career Services: Alex Grabowska will join the Student Success Center in early May. He's yet another piece of what we're doing and need to continue doing if we are going to achieve our strategic goals related to having a vital campus community. Registration for fall classes begins in just under two weeks, on Monday, April 11; summer session courses have been posted for some time now. Thank you for everything you can do to help us get students ready for next fall.

The work we do—the work you do—matters and I'm grateful for your care for this place and for each other, and for the dedication so many of you have to the future of this campus. My comments today have almost entirely focused on the strategic aspirations and priorities we've grouped under the heading of VITAL CAMPUS COMMUNITY—Ensuring a sustainable and stable University community. I am confident that we can achieve that, together. I want to remind committees to let us know how their work this year supports or advances our strategic commitments—remember the files Jasmine shared earlier this year? I will have to report to the Regents on our progress.

Also in looking ahead: commencement is Saturday, May 14 at 1 pm, in person, and, I hope, outdoors. I am happy to announce that the recipient of the Curtis H. Larson Award, and, in turn, the student speaker at this year's commencement will be Chineng Vang (Cookie Vang). I am also so pleased to share that this year's guest speaker at commencement will be Rickey Hall, whom some of you might remember from his time at Morris. Hall is now the Vice President of Minority Affairs and University Diversity Officer at the University of Washington, and he served as director of the Multi-Ethnic Student Program at UMN Morris from 1998-2002. Hall took on that role right after Bill Stewart retired from it. Like Stewart, Hall brought to the position a deep dedication to student success as well energy, creativity, and a strong background in working with students from diverse and under-served backgrounds. We have much to look forward to.

- II. **For Action.** From the Steering Committee. Approval of March 1, 2022 Campus Assembly Minutes

Approved

- III. **For Action.** From The Curriculum Committee. Changes related to the Brunnenburg Program.

Presented by Peh Ng, Acting Vice Chancellor for Academic Affairs and Dean

The curriculum committee has voted and approved two courses for change in an off catalog cycle request. These courses will be taught by Brunnenburg Castle faculty, mainly Sizzo de Rachewiltz, during the Brunnenburg Semester. Rachewiltz is reducing his teaching duties for the Anth 2039 -Agro-Archealogy course, which will drop the credits from 4 to 2. This change is offset by increasing the ENST 2201-Practicum in Sustainable Agriculture credits, also taught by Brunnenburg faculty, from 2 to 4.

The motion was passed by Campus Assembly with 109 voting for and 0 voting against.

- IV. **For Action.** From the Steering Committee. Scholar of the College Nominations

Presented by Peh Ng, Acting Vice Chancellor for Academic Affairs and Dean

The slate of the 2022 Scholar of the College nominees was approved enthusiastically by the review group, namely the four Division Chairs and the academic dean. We are extremely proud of this outstanding group of scholars who have accomplished scholarly activities that are above and beyond their classroom/lab's requirements. Among these 23 scholars nominated, 13 have majors in the Humanities, 14 have majors in Science and Mathematics, 10 have majors in the Social Sciences, and at least one has a Secondary Education Licensure and one another has an Area of Concentration.

The nominations and descriptions are posted on the Assembly Canvas site. Only faculty (members of Assembly) may vote on the slate, and the vote will be conducted via Simply Voting, opening at 1pm on March 29, closing at 4:30pm on April 5th.

- V. **For Information.** Update on Assessment of Student Learning

[Accompanying slideshow](#)

Reported by Rebecca Dean, Anthropology Professor and Assessment Facilitator

The assessment of student learning is an important tool for improving our educational offerings to students, and an important part of our accreditation process through the Higher Learning Commission (HLC). We track three main Campus Student Learning Outcomes (CSLO): Career-ready Scholar, Creative Problem-solver, and Community Contributor. These CLSO's are calculated by combining Curricular and Co-curricular assessments that are done at the program level.

Co-curricular assessments measure skills and knowledge, such as teamwork, communication, and intercultural competence. These skills are assessed directly through co-curricular programs. Curricular assessments, on the other hand, are broken into two separate assessment areas. One is the assessment of academic programs and measures the program student learning outcomes (PSLOs) that each major program developed. The other is the General Education assessment program that measures the

individual categories related to general education. Both of these assessments run on a three-year cycle.

Last year, Co-curricular assessments on teamwork/collaboration and communication skills were conducted, as were the General Education categories of humanities (HUM), science with a lab (SCI-L), ethics and civic responsibility (E/CR), international perspectives (IP), and social sciences (SS). Along with these assessments that run on a three-year cycle, there were 35 separate academic programs, majors, and minors that are assessed annually. There are approximately 170 individual program student learning outcomes total for these majors and minors.

Looking at PSLOs alone, last year we conducted 579 individual student assessments in academic curricular programs. Each academic major and minor assesses one or two of their programs each year. 91.6% of students were found to be proficient. Having a consistently high assessment percentage isn't necessarily the goal: assessments are learning tools and if they are consistently high it reflects that our definition of proficiency doesn't challenge our students. (Accompanying slides describe the mode of assessments most commonly used by programs)

In the past, faculty have used the outcomes of the assessment to make courses more rigorous, and on occasion have made changes to a whole majors. Some faculty see the assessment as a means to validate the efficacy of their courses and their decisions to not make any changes. A determination can be made as to the benefits of any changes made by looking at the data from subsequent assessments. This is called closing the loop. The vast majority of programs had excellent or good ratings when closing the loop. This may be because faculty engagement has improved from previous years. In the vast majority of programs, faculty members are learning from assessment data and collaborating to make improvements to their programs. Only a small percentage of programs have poor faculty engagement.

CSLOs are the umbrella for assessment as a whole and are calculated by combining assessments from areas within Curricular and Co-curricular programs. There might be a number of academic programs, general education, or Co-curricular assessments that all speak to the idea of being a Creative Problem-solver, for example. Those assessments are combined to form the outcomes for the over-arching CSLO assessment. 963 assessments were conducted in 2021, the majority looking at the outcomes of Career Ready Scholar and Community Contributor, and then a substantial but smaller number focused on Creative Problem-solving. 92.3% of students were found to be proficient.

This current year our ongoing assessments in co-curricular programs are assessing intercultural competence, research skills, and information and technology literacy. In general education we're assessing IC, art performance (ArtP), science without a lab (SCI), WLA (writing across the liberal arts), and fine arts (FA). If you taught one of these general education categories in the fall, and were asked to do an assessment for it, they need to be turned in immediately. Also, any outstanding program assessments from last year need to be turned in as well.

If any faculty need help in creating an assessment for their course, they can contact Rebecca Dean or liz thomson. The Assessment of Student Learning Canvas page has information, including forms, on how to organize an assessment. Faculty members can submit completed assessments to the Canvas page as well, though note that they will not be uploaded and available for view until they have been reviewed. When all of the

assessments are collected, the full version of this report on last year's assessment will be available.

In response to Assembly members' questions on balancing the workload of assessments, both for the assessor and the faculty who compile the information. It has been suggested that faculty with questions about how to manage or mitigate the amount of work discuss their assessments with Rebecca Dean directly. It is often the case that faculty members give more data when assessing than what is needed.

There were also questions on whether assessments that measure outcomes such as creative problem-solving could be more broadly defined and inclusive, and, yes, they can.

VI. **For Information and Discussion.** Update on Engagement Survey

[2021 Employee Engagement Survey Slides.](#)

Reported by Janet Ericksen, Acting Chancellor

In my time at Morris, I've done my share of complaining about the engagement survey. I'm glad to note, though, that both the survey itself and the guidance around its results has improved over the years. I'm going to go through quickly an overview of this year's results since I've shared them with you all by email and they're available online. I want, though, to highlight here a few things about them.

Now is also a good time to talk about what you love about the work you do. I've been working closely with a colleague who teaches in another state university system, and every time I talk to her, I am forcefully reminded that despite the challenges we face—and I know they are significant in both number and depth—this *is* a good place to be. It is not a perfect place to be, but it is a good place, and working together, we can make it better.

VII. **Campus Committee Reports**

Reported by Peh Ng, Acting Vice Chancellor for Academic Affairs and Dean

Curriculum Committee will present a proposal on Gen Ed revision at the next Campus Assembly on 4/26/2022. They will share a document on the proposal at least a week before the Assembly meeting.

VIII. **Announcements**

Reported by Roland Guyotte, Professor of History

Tonight is the Ahern Distinguished Lecture featuring Matthew Villeneuve, University of Wisconsin-Madison, "The Seven Generations of Indigenous Education at Morris"

Reported by Roger Rose, Associate Professor of Political Science

On April 14, the Political Science department will host Julia Azari, Associate Professor of Political Science at Marquette University for the 2022 Jooinn Lee Lecture, at 7 p.m. Azari's talk, titled "Is Joe Biden the Leader of the Democratic Party," is free and open to the public.

Reported by Dylan Young, MCSA President

Prairie Gala, MCSA's annual fundraising and social event, will be held on April 9 at 5 pm in Oyate. There will also be opportunities to support the Student Assistance Grant for Emergencies (SAGE) and food security. Please come with any non-perishable food items and hygiene products to donate to the food shelf, and donations will be matched.

Reported by Cameron Berthiaume, MCSA Representative

KUMMBACK Concert will be held on April 1 at 6:30 pm in Edson Auditorium. Tickets will be sold at the door.

IX. **Adjournment.**

12:40

UNIVERSITY OF MINNESOTA

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March 22, 2022

Memo to: Steering Committee

From: Peh Ng, Curriculum Committee Chair 

Subject: UMN Morris curricular course changes proposed - off catalog cycle requests

Below are items approved by the Curriculum Committee that we request be placed on the agenda for the March 29, 2022 meeting of the Campus Assembly. For more detail, please review the document 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 the Social Sciences Proposal:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Anthropology Course seeking regular approval: Anth 2039 Agro-Archeology Environmental Studies Course seeking regular approval: AnSt 2201 Practicum in Sustainable Agriculture	Mar 10	(11-0-0)

Scholar of the College Nominations - Spring 2022

David Ayers-Moran

David Ayers-Moran (2022) is a Political Science major and CMR minor. Their research paper "News Consumption and Accessibility Among College Students" was presented at the selective, annual Undergraduate Communication Research Conference, hosted at the University of St. Thomas. Additionally, they were a research assistant to Prof. Burke, conducting interviews for a project examining partisan attitudes and interpretations regarding social media posts.

Abi Bartlett

Abi Bartlett '22, Geology, has worked with Assistant Professor Kara Nell in Chemistry on the design, synthesis, and performance testing of sorbent materials for removal of arsenate from natural waters. Their work has been presented at national and regional American Chemical Society meetings. Abi has also worked with Associate Professor Cara Santelli in the Department of Earth and Environmental Sciences at the University of Minnesota, Twin Cities campus. As a member of Cara's Geomicrobiology lab Abi contributed to a project entitled, Geochemical Analysis of Natural Waters in Northern Minnesota and Wisconsin Relating to Wild Rice Density. This work was presented at the American Geophysical Union meeting in fall of '21. Abi's research has been supported by several programs, University of Minnesota Undergraduate Research Opportunities, National Science Foundation Improving Undergraduate STEM, and National Science Foundation Research Experience for Undergraduates.

Elijah Bass

Elijah Bass, Fall '21, Chemistry, has worked with Assistant Professor Kara Nell in Chemistry on the design, synthesis, and performance testing of sorbent materials for removal of arsenate, nitrate and phosphate from natural waters. He will be presenting his work at the American Chemistry Societies Spring '22 National meeting in San Diego, and has contributed work to several other presentations at national and regional chemistry conferences. His research has been supported by the Chemistry Undergraduate Research Fund.

Anitra Cronin

Anitra Cronin '23, Music and English, is excellent at those aspects of scholarship and creative activity which are public-facing - communication, breaking down of complex subjects into simple statements, and interaction with the public. Her work in class and for the local newspaper have been exceptional. We believe she is capable of great success as a writer in journalistic domains, creative nonfiction, fiction, and arts criticism.

Nora Fritz

Nora Fritz '22, Chemistry (biochemistry), has been involved with research since Fall 2020, working on many facets of a project dedicated to preparing novel metal complexes in order to carry out catalytic organic transformations. Nora has presented this research at the UMN-Morris Undergraduate Research Symposium and will be presenting it at the National Meeting of the American Chemical Society in March.

Chase Germann

Chase Germann '22, Political Science and English, developed a novel model to analyze the consequences of military withdrawals for U.S. presidents. He presented his paper, "The Politics of Withdrawal," at the Pi Sigma Alpha National Conference of Student Research in 2022 and submitted the

manuscript to the Pi Sigma Alpha Undergraduate Journal of Politics. For his Honors Project, Chase is writing a biofictional account of Theodore Roosevelt's political career.

Isaac Johnson

Isaac Johnson '22 (Majors: Economics, Statistics) joined the Truckers & Turnover Project in spring, 2019. T&T is an all-University-award-winning multi-year research effort (Stephen Burks and Bibhu Panda, Economics and Management; Jon Anderson, Statistics) with multiple external sponsors and external co-investigators, which has trained more than 65 UMM students. Mr. Johnson has made substantive contributions to the development of the data and analysis utilized in the fourth Project paper in the area of medical conditions and safety outcomes, a paper on the changes in crash liability costs for preventable crashes associated with a major motor carrier's internal program to screen, diagnose, and treat its employee drivers for obstructive sleep apnea (OSA). He will be a junior co-author of the paper on this topic due for submission to a refereed scientific journal, *Accident Analysis and Prevention*, in summer, 2022.

Finn Kane

Finn Kane '23, CMR, English minor, and McNair Scholar, presented "Catwoman," an analysis of the film *Catwoman*, at the 2021 (virtual) Central States Communication Association Undergraduate Honors conference. Kane is focusing his McNair Scholar's project on an analysis of the documentary *American Movie* and hopes to apply to graduate school for film studies after graduation.

Joslyn Kent

Joslyn Kent '21, biology, environmental science, environmental studies, worked with Associate Professor of Biology Tracey Anderson investigating the spread of invasive zebra mussels in the Pomme de Terre River system. Joslyn evaluated the occurrence of zebra mussel adults and larvae in Perkins Lake and downstream in the Pomme de River. She determined that larval dispersal and settlement are challenges to downstream spread of this invasive species. Joslyn presented preliminary results at UMM's Fall Research Symposium in 2021. She will also present a poster on her research at the Joint Aquatic Sciences Meeting this May. Her work was supported by a Morris Academic Partnership award. She will attend graduate school after completing an internship at Sea Turtles, Inc. this summer.

Max Kivi

Max Kivi '22, Spanish, Latin American Studies, and Secondary Education, worked with Spanish Teaching Specialist Windy Roberts on a Morris Academic Partnership to enhance introductory World Language courses with social justice themes. He argued that traditional curricula generally lack such themes. Drawing on his study abroad experiences in Peru and Cuba, and his extensive work with the Morris community, Kivi created curricula that expose students to social justice issues in a way which enriches the early stages of language learning. He presented his work in November 2021 at the Fall Conference of the Minnesota Council on the Teaching of Languages and Cultures.

Erik Kjer

Erik Kjer (2022) has majors in Political Science and CMR. His research paper "Subduable Energy: Analysis of Climate Change Discussion in Presidential Addresses," was presented at the selective, annual Undergraduate Communication Research Conference, hosted at the University of St. Thomas. Additionally, he was a research assistant for Prof. Rose's project for Stevens Co Soil & Water Conservation District and co-authored the survey report. Erik has been the news director at the campus radio station-- KUMM, the editor at the campus newspaper--the *University Register*, and has written articles for the *Stevens County Times* (newspaper).

Kenneth Knudson

Kenneth Knudson '22, chemistry, pre-med, and Spanish, was second author on a peer-reviewed publication in FEBS Letters, the international journal of the Federation of European Biochemical Societies. He also has served twice as a student researcher on the Morris campus. A nationally registered EMT, he works for the Stevens County Ambulance Service. Kenny has tutored college students through the Office of Academic Success and public-school students through the Office of Community Engagement, where he also has taught adult ESL. Fluent in Spanish, Kenny has worked as a translator for the Morris Food Shelf.

Clara Elisabeth Martínez Zuviria

Clara Elisabeth Martínez Zuviria will graduate in May 2022 in Music and English. Her work in Music, French, English, and Spanish has excelled throughout her undergraduate career. Her piano performances are sensitive, mature, and artistic, featuring concertos by Mendelssohn and Ravel, sonatas of Mozart and Beethoven, preludes and fugues of J. S. Bach, bravura virtuosic showpieces of Chopin and Liszt, works by underrepresented composers such as Laura Netzels, and collaborative piano works with vocal and string students, including the Mozart Kegelstatt Trio. In French and English, Martínez Zuviria's work has been exceptional, with detailed understandings and analyses of language and literature. In Spanish, Martínez Zuviria produced a 90-page translation from twentieth-century Argentine poet Alejandra Pizarnik's diaries accompanied by a critical introduction, undertaking extensive theoretical explorations of Modernism and translation.

Cal Mergendahl

Cal Mergendahl '22, Chemistry and Music, has conducted research in two different fields of chemistry: synthetic organic chemistry and biochemistry education. Their first project included building carbohydrate-containing, biologically active compounds. They later developed a protein modeling project implemented in the biochemistry laboratory. In musical research, they analyzed a historically and stylistically diverse sample of electronic dance music (EDM) examples to develop a taxonomy for the genre and identify stylistic trends. They considered form and musical processes to map stylistic differences and understand emerging trends. They have also been an involved member of the UMN Morris community, serving as a student representative to the Chemistry Discipline, Campus Assembly, and the Board of Regents, as well as Program Director and Station Manager of KUMM radio. Cal has also served as a teaching assistant and served several years on the Executive Board of the ACS Chem Club.

Safron Milne

Safron Milne '22, chemistry, is a McNair Scholar who conducted research with Prof. Ginger Schultz at the University of Michigan related to the "Relevance and Engagement from Writing in Organic Chemistry" during the summer of 2021.

Isaiah R. Nielsen

Isaiah R. Nielsen '22, political science and international studies (area of concentration), gave a paper presentation on "Perceptions of Corruption in South Korea, Japan, and Singapore: A Comparative Study" at the 2021 Undergraduate Research Symposium. He was recipient of Critical Language Scholarship (CLS) (Summer 2021), scholarship awarded by US State Department to incentivize undergraduate students to learn languages important to US international diplomacy and national security, and of Pi Sigma Alpha Best Paper Award (2020-21) by the UMM Political Science Discipline. He is president of political science honor society Pi Sigma Alpha. After graduation, Isaiah plans to attend graduate school in international security and intelligence.

Natalie Peterson

Natalie Peterson '22, Theatre Arts, has been an active member of theatre both on and off campus. She received the Kennedy Center American College Theatre Festival award for her role in *The Wolves* here at UMM. She performed Taylor in the UMM production *Alone, Together* and the show was one of 12 selected out of the entire region to be streamed at the virtual ACTF Region 5 conference in 2020. The production also received an Ensemble award which she was a part of. For five years she was involved at the Minnesota State Fair Arts-In. She was on stage performing a feature vocal and dance number and then moved into the role of Performing Assistant Director. Here at UMM she has been involved in 6 productions. Significant roles included *The Wolves* playing #8, *Alice @ Wonderland* as the White Rabbit, *Alone, Together & The Seed* playing Taylor. She is currently the Meiningen's student run theatre group Co-Chair.

Grace Poff

Grace Poff '22, anthropology and history, has worked with Dr. Rebecca Dean on the analysis and description of archaeological assemblages from 10,000 years of Minnesota history. Her research led to a presentation at the Midwest Archaeological Conference in October, 2021, in East Lansing, MI. Her paper, "The AJ Briscoe Collection: A Look at West-Central Minnesota's Prehistory" was well received by the professional community.

Allison Pohlmann

Allison Pohlmann, '22, Environmental Science, has worked with Assistant Professor Kara Nell in Chemistry on the design, synthesis, and performance testing of sorbent materials for carbon dioxide sequestration. Allison's research has been supported by University of Minnesota Undergraduate Research Opportunities, she has completed several semesters of directed research, as well as a summer research experience.

Jeong Ha (Nathan) Seung

Jeong Ha (Nathan) Seung '22, psychology, minor in statistics, worked on research projects in Computer Science and Psychology. He worked with Dr. Elena Machkasova on a UROP project on developing an exploratory usability study of beginners learning the Clojure programming language. This work will be presented at the Midwest Instruction and Computing Symposium 2022, and the developed materials will be used in a future usability study. Mr. Seung is currently co-principal investigator with Dr. Peters and Mr. Nye, a fellow student, on a research project entitled *Quantitative Analysis of the Relationship Between the Health of International Students and Changes Caused by COVID-19*. The project included reviewing the literature, generating hypotheses, developing the survey, receiving IRB approval, and collecting and analyzing the data. The findings were presented at UMN Morris's Undergraduate Research Symposium and will be submitted to the *Journal of International Psychology*.

Sydney Swanson

Sydney Swanson, '22, Biology, has worked with Assistant Professor Kara Nell in Chemistry on Characterization of Medicinal Properties of *Comptonia peregrina*, *Monarda fistulosa*, and *Thalictrum dasycarpum* extracts. She has presented this research at the Morris Undergraduate Research Symposium Spring '21 and will be presenting her work at the American Chemistry Societies Spring '22 National meeting in San Diego. Sydney's research has been supported by Morris Academic Partnership and she has completed several semesters of directed research. Sydney has also completed research with Dr. Rich Hardy investigating the question, *Does Transexemic Acid reduce bleeding and improve patient reported outcomes?*

Vivian Vue

Vivian Vue '22, chemistry, has been an integral member of Bryan Nell's research team since Fall 2020. Vivian worked on synthesizing multiple novel molecules, and worked on methods to purify and characterize these molecules. During this research, Vivian learned many advanced synthetic chemistry techniques and was a terrific mentor to other students. Vivian has presented this work at the UMN-Morris Undergraduate Research Symposium and this work will be presented at the National Meeting of the American Chemical Society in March.

Joseph Moonan Walbran

Joseph Moonan Walbran, '22, Saint Paul, MN, who will graduate with Computer Science and Mathematics majors and Honors, worked with Dr. K.K. Lamberty, associate professor of computer science, on educational materials for a project funded by the Minnesota Environment and Natural Resources Trust Fund as recommended by the Legislative-Citizen Commission on Minnesota Resources (LCCMR). In this work, he contributed significantly to the development of an augmented reality participatory simulation that allows for either in person or remote learning for children to help them understand more about native bees and flowers in West Central Minnesota. Mr. Walbran is a co-author on a publication about this work, *Pandemic Pivot: Designing a Participatory Simulation to Support Social Distancing and Remote Learning*, that was presented at Interaction Design and Children (IDC) 2021, an international conference which was held virtually in 2021.

Employee Engagement Survey Fall 2021 Morris Campus Summary



UNIVERSITY OF MINNESOTA

Driven to Discover®

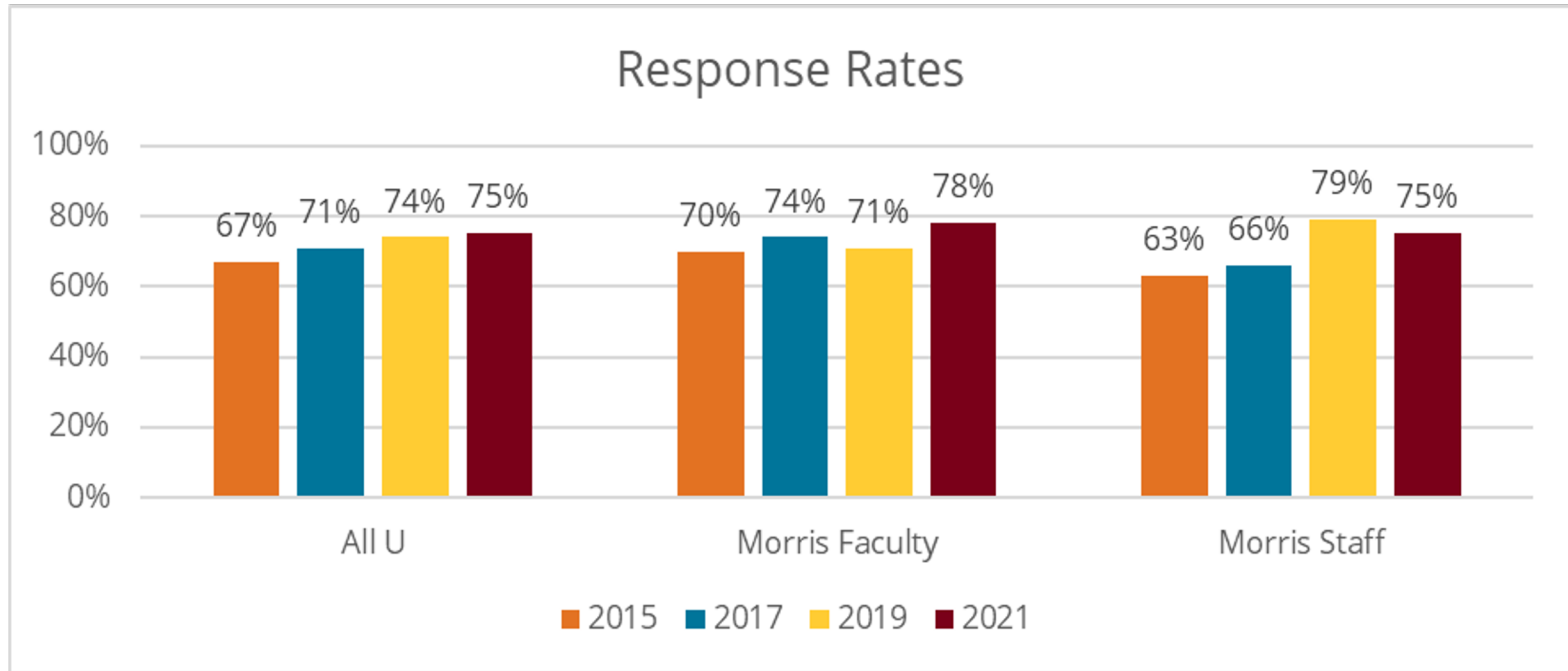
Employee Engagement Survey - 2021

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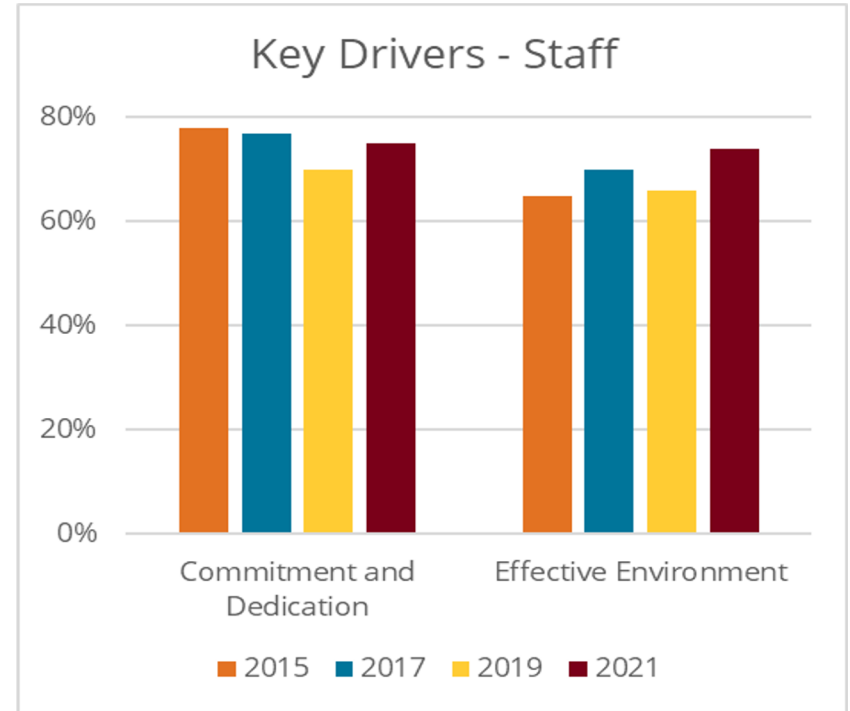
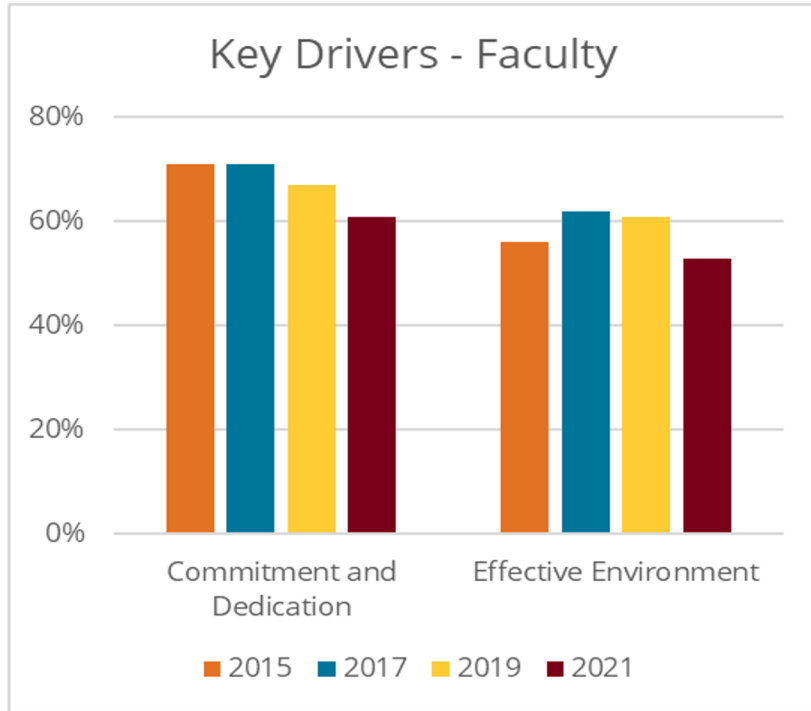
Participants:	UMN benefit eligible staff
Survey dates:	October 11 - October 29, 2021
Survey results:	Distributed at campus level and at unit level if 5 or more respondents



Employee Engagement Survey - 2021

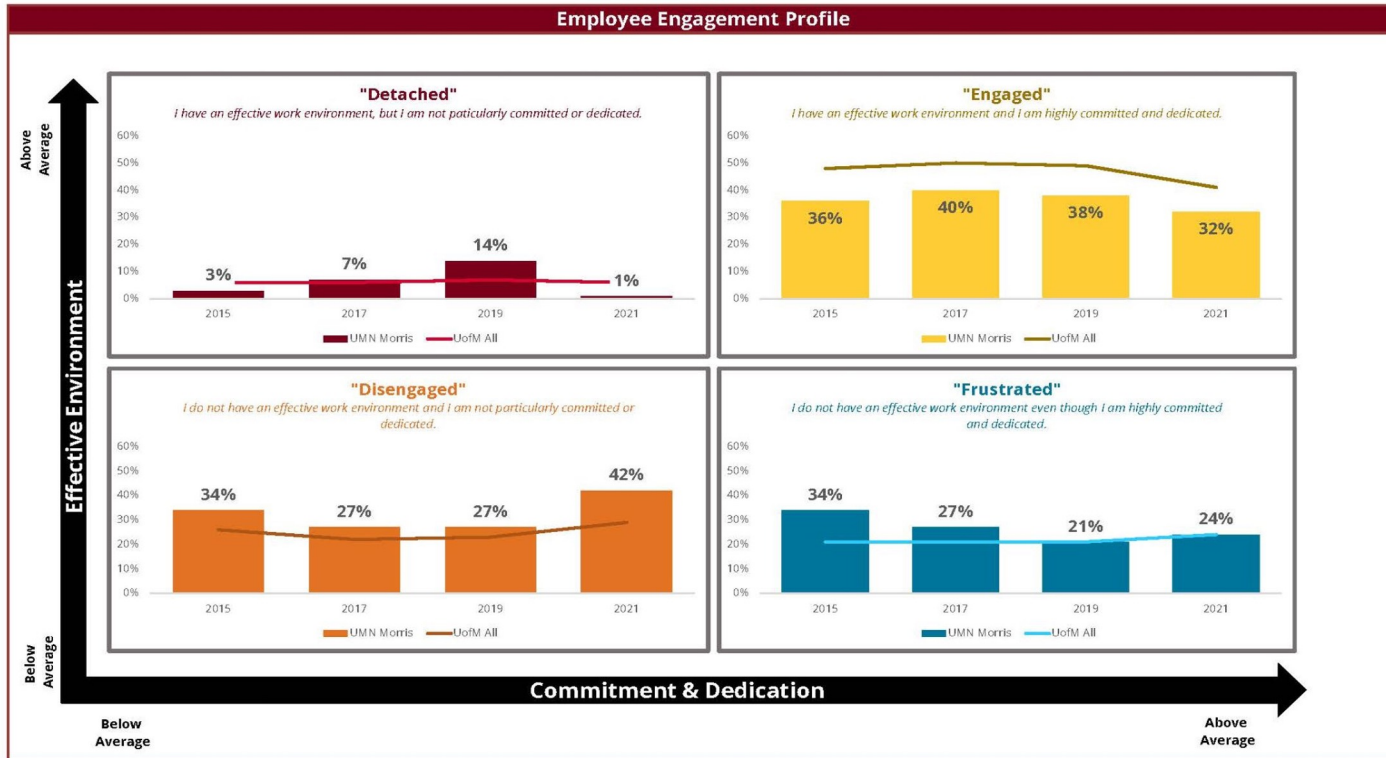


Employee Engagement Survey - 2021



Employee Engagement Survey - 2021

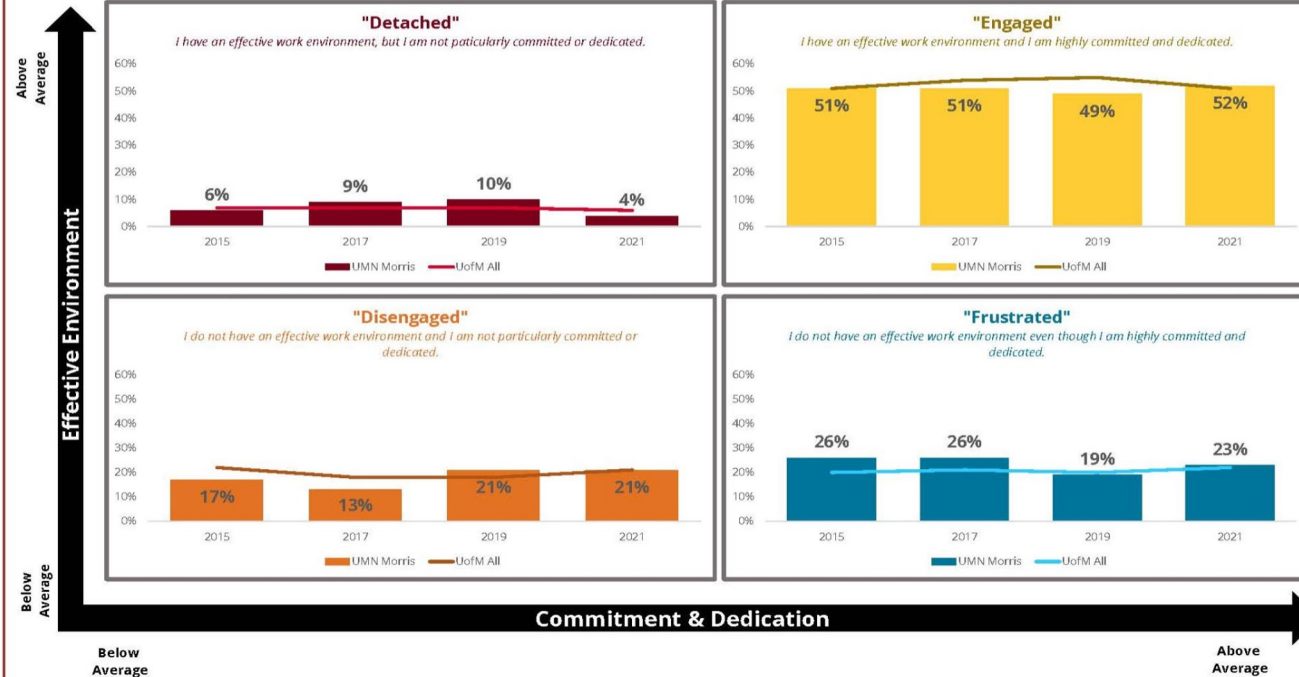
University of Minnesota Morris Employee Engagement Survey
FACULTY



Employee Engagement Survey - 2021

University of Minnesota Morris Employee Engagement Survey STAFF

Employee Engagement Profile



Employee Engagement Survey - 2021

Strengths - Top Favorable Items

Faculty

- My job provides me the opportunity to do challenging and interesting work = 82%
- My department is committed to high quality student support = 81%
- I understand the results expected of me in my work = 81%

Staff

- I understand the results expected of me in my work = 91%
- I am treated with respect as an individual = 87%
- I understand what I can do to support my department's strategy and goals = 87%



Employee Engagement Survey - 2021

Strengths: What do faculty and staff have in common?

- I understand the results expected of me in my work
 - Faculty = 81%
 - Staff = 91%
- My department is committed to high quality student / customer support
 - Faculty = 81%
 - Staff = 86%
- My job provides me the opportunity to do challenging and interesting work
 - Faculty = 82%
 - Staff = 84%



Employee Engagement Survey - 2021

Faculty - Top Areas for Improvement

- Action was taken on issues raised in the last survey = 16%
- There is an equitable distribution of workload within my department = 26%
- The information from this survey will be used constructively = 26%

Staff - Top Areas for Improvement

- Action was taken on issues raised in the last survey = 19%
- I participated in a feedback meeting about the previous survey results = 34%
- The information from this survey will be used constructively = 45%



Employee Engagement Survey - 2021

Opportunities: What do faculty and staff have in common?

- Action was taken on issues raised in the last survey
 - Faculty = 16%
 - Staff = 19%
- The information from this survey will be used constructively
 - Faculty = 26%
 - Staff = 45%
- There is an equitable distribution of workload within my department
 - Faculty = 26%
 - Staff = 57%



Employee Engagement Survey - 2021

Next Steps

Goals: Action was taken on issues raised in the last survey, and
The information from this survey will be used constructively

Actions:

- Managers Follow-up - March 23, 2022 - discuss in appraisals/engagement goals
- Campus Assembly - March 29, 2022
- Consultative Committee - March 31, 2022
- Campus Conversation - April 27, 2022
- Campus Summary - posted on the UMN Morris HR Employee Engagement site
- UMN Follow-Up Survey - Summer/Fall 2022
- Other?



Employee Engagement Survey - 2021

Next steps

Opportunity

There is an equitable distribution of workload within my department

Faculty = 26%

Staff = 57%

Action

- Division and department level discussions about paths to improvement.
- For discussion as part of annual appraisals:

What does “equitable distribution of workload” mean to you?



Employee Engagement Survey - 2021

Next Steps - Campus Challenge!

Strength / Opportunity

- I am treated with respect as an individual
 - Faculty = 76%
 - Staff = 87%

Action

- For discussion at the unit level and in annual appraisals:
 - How do we each earn the respect of others in the workplace?
 - What can we do to help others to feel respected in the workplace?



Employee Engagement Survey - 2021

Resources

UMN Morris Employee Engagement:

<https://morris.umn.edu/human-resources/employee-engagement-e2>

UMN Twin Cities Employee Engagement:

<https://humanresources.umn.edu/leadership-talent-development/employee-engagement>



Thank you!

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Assessment Update

Campus Assembly, March 29, 2022

Campus Student Learning Outcomes (CSLOs)

Career-ready Scholar | Creative Problem-solver | Community Contributor



Co-Curricular

Teamwork
Communication
Intercultural Competence
Research
Info and Tech Literacy
Environmental Stewardship
Global Citizenship
Civic Engagement



Curricular



Academic Program

Program
Student
Learning
Outcomes
(PSLOs)



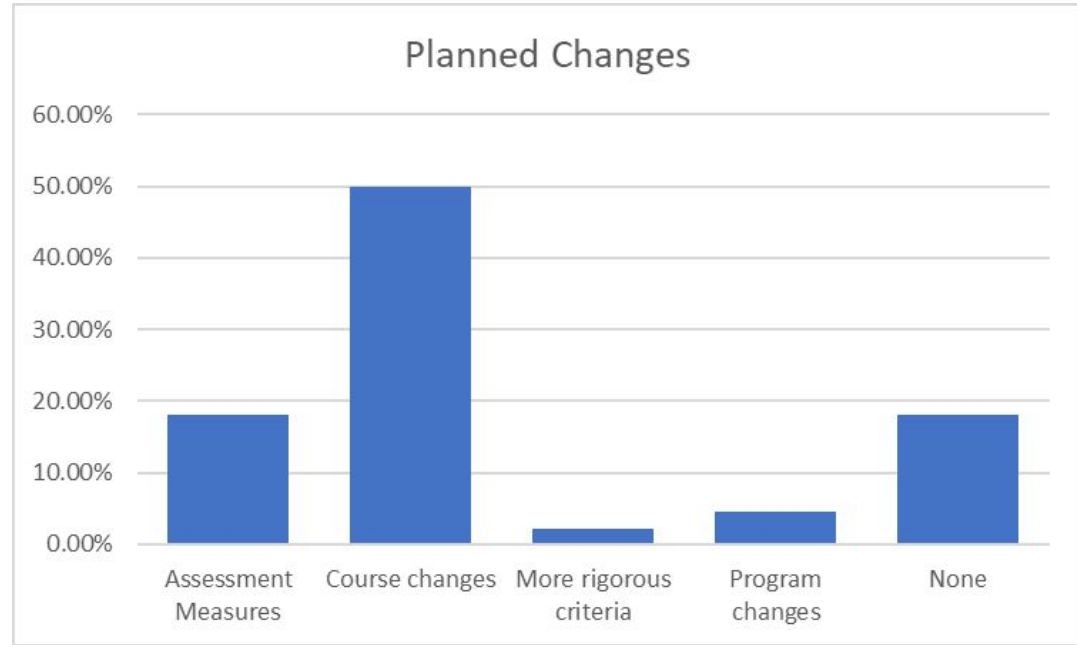
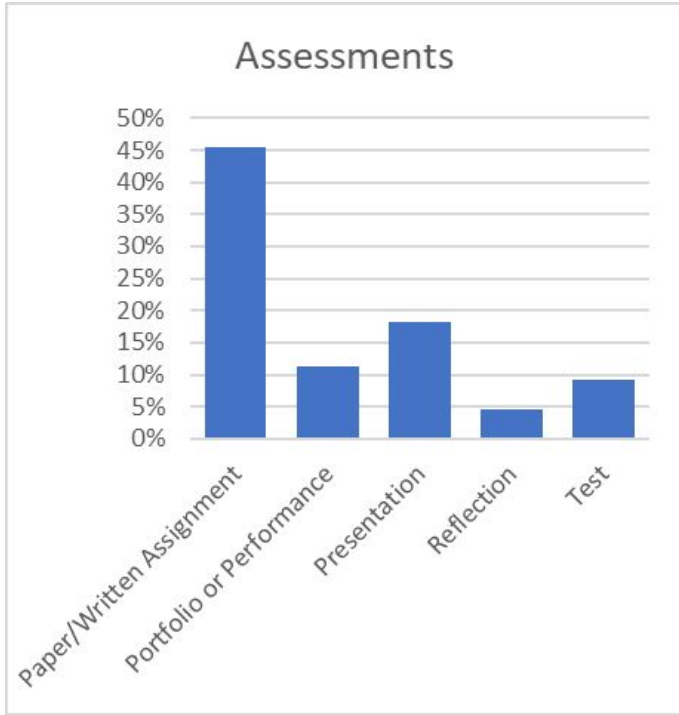
General Education

WLA
HUM
ArtP
SCI-L
etc.

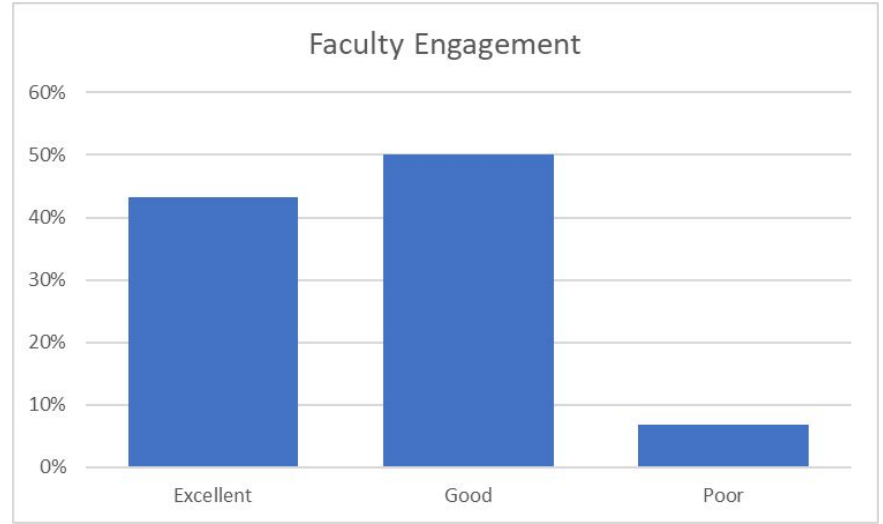
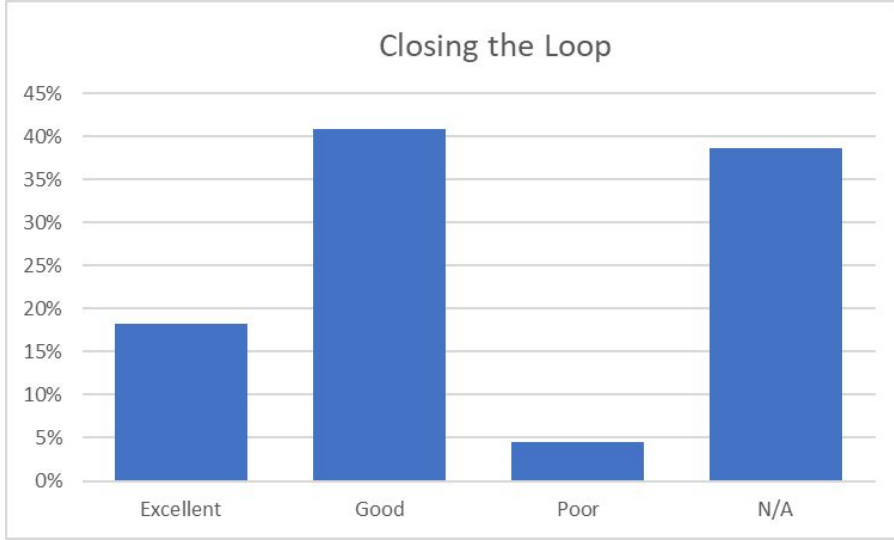


Assessment, AY2020-21

- Co-curricular
 - Teamwork/collaboration
 - Communication skills
- General Education
 - HUM
 - SCI-L
 - ECR
 - IP
 - SS
- 35 Academic Programs



Academic Programs **579 Assessments** **91.6% proficient**



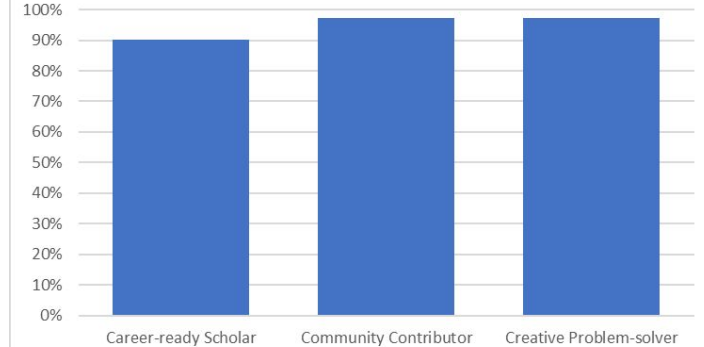
Academic Programs

Assessments



■ Career-ready Scholar ■ Community Contributor ■ Creative Problem-solver

% Proficient



CSLOs

963 Assessments 92.3% proficient



Assessment, AY2021-22

- Co-curricular
 - Intercultural Competence
 - Research skills
 - Information and Technology Literacy
- General Education
 - IC
 - ArtP
 - SCI
 - WLA
 - FA
- 35 Academic Programs



Thank you!

For all you do to make Morris marvelous