

Campus Assembly
University of Minnesota Morris
Sep 27, 2022 @ 11:40 am & Sep 29, 2022 @ 11:40 am
Via Zoom

I. Chancellor's Remarks.

If you have talked this fall with a new student about learning how to study at college, or if you've talked with a senior about how to frame for a job interview the work done on a capstone project, or if you've trained a student worker, or made time for conversation with students seeking advice, asking questions, or wanting simply to connect better to this campus, you've been doing some of what makes this campus distinctive. Thank you.

At the October Board of Regents meeting, coming up very soon, I will be talking about what we're doing to try to clarify and elevate the distinctive assets of the Morris campus. I'll be presenting an update on our progress toward the enrollment goal identified in the University of Minnesota systemwide strategic plan, MPact 2025. The goal identified there, which we set as a campus and reported to the Regents in spring 2019, as many of you will recall, drew on guidance from our higher education consultants (AACRAO Consulting–American Association of Collegiate Registrars and Admissions Officers). As that AACRAO report notes, the consultants “engaged in a wide range of interviews and meetings with senior leadership, faculty leadership, student groups, faculty, and staff with experience and investment in retention and student success. The consultants also participated in a campus-wide open forum that included significant numbers of faculty, staff, and students.” From all of that, we set the enrollment target of 1700 students, which we did and still do believe is reasonable and reachable, although the COVID pandemic has shifted the timeline for meeting.

[slide 1]

Our official fall enrollment numbers will be out this week, but we already know that while the incoming number of new high school students is close to the number we had last fall—and while the TC campus is up again (and the Duluth and Crookston campuses are not)—our smaller class size in fall 2020 coupled with some retention challenges mean that we are well below that 1700 goal and below where we hoped to be this year.

[slide 2]

So what do we do? What are we already doing?

I've divided the answer for the Regents into three areas: admissions, student success & belonging, and marketing. I don't have time to cover all of that in my 5 minutes today (and I haven't finished writing my script for the Regents yet), but I do want to make sure that you're aware of some of what you are unlikely to see and to know some of what goes into and around bringing students here. [slide 3]

Evidence indicates that a key part of enrollment success for us lies in getting students to visit campus, in person—and meet as many of you as possible. Thank you for your help with making those visits good ones. The other points on this slide are also aimed at making a difference in our enrollment.

We're also continuing the work we started last year with 3E, as I outlined at Convocation in August. The market positioning work we've done has led to the 3 year degree option and these three pillars, which together help set us out from other options high school students have—and survey work by 3E last year provided strong evidence of support for these items from prospective students. We'll continue working on those this year, on what we can really elevate under those headings. But we've already been stepping up marketing and recruiting so that more students know about Morris and know why they might want to choose Morris.

Again, as I noted in Convocation, we have a new suite of Admissions publications, some of which are featured here:

[marketing slide] - left side is digital ads, the ones we're less likely to see; right is print

We are also continuing to work with 3e—what does that involve?

[3E slide]

And why do we need help?

[3E slide - web; then click quickly through animated set]

Much of what 3E does, and much of what our admissions staff does, isn't visible to us on campus. If you're not in a St. Cloud high school regularly, you're not likely to see our digital ads there, or in any of the other high schools where we share information about Morris to students, counselors, and families. And although maybe, like me, you've seen the UMN Morris ad pop up in Duolingo, you are really unlikely to see more of the digital marketing we do.

There is, though, a lot that goes out.

[360 slide]

Very few of you will have seen or ever will see these messages—you're not the target audience. All of that amplifies what's best about this campus, and we will keep doing it, and doing more—we're working on elevating general awareness of our campus that will help feed admissions, too.

I believe, and I have to believe in order to do my job and to do right by this college, that we will succeed in increasing enrollment. We tell prospective students that this is a community-rich environment, and I know that so many of you do so much to make that true. I'm deeply grateful for that. I think the main focus of this meeting, the Morris Core curriculum, would also help elevate our distinctiveness, as well as advancing our campus strategic plan accomplishments.

Along with the Board of Regents presentation, I've been working this fall on revising our agreement with Shanghai U of Finance and Economics, meeting with our American Indian Advisory Committee, working with the Huron Consultants whom the University has hired to reorganize structures in IT, HR, and Finance, and to review our financial strategies. I've also continued work on some reorganizations on campus, one of which I'm happy to explain briefly now.

Starting in mid-October, Liz Thomson will serve as Interim Associate Vice Chancellor for Diversity, Equity, and Inclusion. It's a step in the right direction, and it allows us to move now and launch a search later this spring or early next fall for the non-interim position. We are simultaneously launching a search for an associate or assistant director for the Office of Equity, Diversity, and Intercultural Programs. One of Minnesota's most diverse universities, nearly 2/3 of UMN Morris students this year come from populations historically underserved in higher education. The interim Associate Vice Chancellor for Diversity, Equity, and Inclusion reports to the chancellor, with a dotted line report to the Vice Chancellor for Student Affairs, which will help continue oversight of our campus Office of Equity, Diversity, and Intercultural programs, while at the same time defining a role for leadership, vision, and a collaborative approach to guide the strategies and policies of the institution in the areas of diversity, equity, inclusion, and intercultural education.

- II. **For Action.** From the Steering Committee. Approve minutes from 04/26/22 Campus Assembly Meeting. Approved as presented.

- III. **For Information.** From the Curriculum Committee. Proposed 25-26 Academic Calendar.
Peh Ng: We are required by University Senate and SCEP policies to have our academic calendar approved 4 years ahead.
Comment : David Israels-Swenson please update dates to 15-19th and name New Student Welcome Week

- IV. **For Action.** From the Curriculum Committee. Core Curriculum.
Peh: Before I begin, please allow me to give you a brief historical summary of the process and the feedback with which the Curriculum Committee used to propose the Morris Core curriculum as a replacement of our current General Education requirements.

In 2018, Campus Assembly endorsed UMN Morris's new Strategic Vision that includes several priorities, the first of which is to build a simpler, more integrated set of general education requirements that are more easily understood and explained.

In 2019, then Vice Chancellor for Academic Affairs and Dean put out a campus-wide call for general education model proposals.

Several models were submitted, and we, the Curriculum Committee, working with the Student Affairs and Assessment of Student Learning colleagues, further developed and ultimately voted to bring forward two of the proposed models in Spring of 2020. These models are "Skills, Perspectives, and Themes (SPT)", which suggests moderate changes based on the Morris mission and Minnesota Transfer Curriculum, and "Liberal Arts Approaches", which is a significant restructuring of the current gen ed. Both models were further refined with **extensive feedback** from across campus during the 2020-21 academic year. In particular, we hosted at least nine different forums or fora of faculty, staff, and student groups and MCSA forum, and also consulted with more faculty and student reps through at least four division meetings.
We incorporated most of the 100 pages of feedback to design a proposal that combines the best from the Liberal Arts Approaches and the SPT while making it flexible for students in terms of choices. Finally, during the 2021-2022 AY, we hosted two campus wide discussions, one in Oct 2021 and one in early Feb 2022. Based on all the feedback, we then presented the near-final proposal, with the Big Picture of Morris Core, the semi-Big Picture, and the into the weeds Picture of the Morris at the April 2022 campus assembly, with the understanding that we will request Campus Assembly's approval at the beginning of the 2022- 2023AY. The version of the Morris Core on today's agenda incorporated some of the suggestions from the recent Campus Assembly, and it was unanimously approved by the Curr Comm at its Aug 25, 2022 meeting.

As I mentioned to you in the past academic year, the reason we are seeking approval for the Morris Core right now even though it does not go into effect until the 2025 catalog is because our faculty needs the time to redesign their courses if necessary so that their courses would meet, say two Morris Themes or one Morris Theme and one Liberal Arts Perspective. I would also like to remind all of you that the proposed Morris Core Curriculum is aligned with the UMN Morris Strategic Vision and Plan's Priority 1 as well as the UMN Systemwide MPACT 2025's Commitment 2.2. to increase the number of inter- or multi disciplinary opportunities in our curriculum. The courses that will include two Morris themes or include one of the lib arts perspectives and one of the Morris themes could support this commitment.

As a governance committee, the Curr Comm puts forth a motion to approve the proposed Morris Core Curriculum, and I do not think we require a seconder. Now, I will punt this back to Steering to open up the floor for questions/comments.
Thank you.

Questions/Concerns:

Parliamentarian Tim Lindberg confirmed that a 2nd is not needed.

Tammy Berberi:

I'm not clear in the current Gen Ed Model, how many courses/credits are needed to complete the mission?

Peh: Committed to cover all of them. Students will have to complete all of the Morris themes.

Emily Bruce:

Question about process and a quick clarification question. We are talking about changes now for the 2025 changes, how does this relate to the course catalog approvals that we are going through now? In terms of when will go back and change things like designators?

Peh: Processed requires us to update catalog every two years. Right now we have to update catalog, until Campus Assembly approves a new Gen Ed our current Gen Ed is it. What I'm asking right now is for the campus to approve the Core Replacement.

Emily: I think I understand, so essentially course level changes that follow on as a consequence of the core curriculum change will be done in the next round is what you are doing.

Peh: Correct, because faculty needs to be given time.

Emily: 3000-4000 level courses satisfy, does this mean that 1000 & 2000 do not?

Peh: Right now, we don't allow that so to clarify that courses at every level right now, Curriculum Committee is going to allow our new Morris core to satisfy. I should have said all courses.

Jennifer Goodnough: 1101 first year experience, if a student doesn't take this course, how are we going to satisfy this requirement if they don't do this? Need to make sure we have a plan in place for those who do not take this course. 2nd question revolves around assessment and how are we following up with this? I think we need to make sure that students are having a uniform commitment that across the board the course is consistent.

Peh: 1st part: If we approve this, students will be required. Starting in 2025. Will have to look at as a backup or a replacement in the spring. We will have some way to make it up.

Janet: Scholastic Committee will follow up.

2nd questions, in assessment when it went into pilot mode we made it optional, we have heard from last and this year coordinators have been meeting very regularly to make sure they are having common experiences across the board. Will continue to do assessment.

Comment: Elena Machkasova – disappointed to not see mention data literacy, statistical analysis something that specifically makes us look like we are in the 21st Century, proposing that we can still hopefully rephrase?

Miriam Gieske – Could be very positive, but doing to depend on implementation on how effective it will be, I advise a lot of students in pre health, need additional semester in order to satisfy the program requirements, gen ed requirements. Must be feasible to get this done to combine interdisciplinary requirements.

Angie Senger – I want to focus on provisions, need to update wording: Wellness and Sports Science and that is no longer offered here so would like to update that to Sports Studies in Athletics. Internships courses don't count towards the 60 gen ed requirements? Was that intentionally left out? Are those going to be included in the 60 gen ed requirements in 2025? Not listed in the new provision. Internships have a range of credits.

Peh: The only relationship to Morris Core is now we would have additional learning. Only thing looking at is the Gen ed requirement right now. I will take a look at it.

Jessica Larson: Looking for clarification. Wondering about a proposal that I brought up with support of those of us that teach in the area of changing the art performance to creative processes. I think there is a problem with art looking like advanced placement. Creativity is a high selling point and CP would read better. So why not do a different title? Creativity is the selling point, tribalism is not going to help us. Curriculum Committee

Peh: They went through and looked at the creative process if you look at the language. Was artistic performance.

Kristin Youngblom: How we are defining transfer students. PSEO? Will they have to take it again? Will they have to take the IS1101? Are we considering admitting students that would now be less

Peh: Yes have high school diploma and then attended college somewhere else. PSEO would not qualify for transfer student status. Would have to consult.

Angie: along with Kristin's questions, was the intent to not required for 1101 for transfer students. WLA no longer applies. The astris no longer applies.

Peh- those will be updated, will work with Marcus

Miriam Gieske: The additional learning. If a student does paid work in their study, can that count?

Peh – if they have some sort of experience, they would be open to it. This is why we want 2 years for the system that allows the students to self-report. They are valuable but there needs to be a way for us to track.

Janet – These are really good questions, and we don't have to have every detail of this plan figured out. We are going to figure out how we track it and count it, and there are a lot of those things that we can refine over the next few years. What we are passing now is the framework. We have time to clean them up. This is not final.

Peh: We are all part of the Morris Core.

Motion to approve the core framework made by steering. Approved as presented.

Motion made to adjourn meeting at 12:40 on September 27, 2022 and continue meeting on September 29th at 11:40 via zoom. Motion carried.

Meeting called to order at 11:40 am on Sep 29, 2022 .

V. **For Information.** From the Steering Committee. Board School Congressional Resolution. Presentation by Dylan Young stating that we would be the first public university to support the bill. Formal vote to be made by Campus Assembly.

Discussion:

Comment: Jon Anderson, the resolution language is posted in the canvas site as well as in your agenda. Voting will be done on Simply Voting.

Questions:

None

VI. **For Action.** From the Curriculum Committee. Science and Mathematics Catalog Changes.

Presented by Rachel Johnson to address any questions or comments.

Rachel: There are not any major overhauls to any courses.

Questions: None.

Motion to approve by Curriculum. Motion carried as presented.

VII. **For Action.** From the Curriculum Committee. Philosophy Program Changes.

Peh: The Curr Comm has unanimously approved changes for the 2023-2025 catalog of the Philosophy program. FYI, the reason why the changes from the philosophy program is presented now instead of later with the Humanities Division is because there are three new subplans proposed and these three new subplans need the approval of the Provost's office and must be included in the Board of Regents docket as soon as possible. As I shared with the Curriculum Committee, the proposed three new subplans, namely, Legal Studies; Philosophy, Politics, and Economics (PPE); and Computer and Data Studies, are interdivisional and multidisciplinary, and is **an exemplary program for a public liberal arts college** like ours.

These are now presented for campus assembly's approval. I will now call upon the Humanities vice-chair **Denise Odello** to address any questions and comments about Philosophy from the floor.

Chip: I keep the Biology notes attached to the agenda.

Denise: You need to scroll all the way down, the Philosophy portion is at the bottom.

Motion to approve the Curriculum Committee. Motion carried as presented.

VIII. **For Action.** From the Membership Committee. Committee Roster Changes. Presented by Barry McQuarrie.

Equity and Diversity Committee: Heather Peters as Chair

Planning Committee: Stephen Crabtree finishing remaining two years of a three year Faculty term

Curriculum Committee: Kerry Michael Faculty & Bibhu Panda Fall 2022 faculty replacement

Questions/Comments:

Shelby Maloney: Are there any current committees that still do not have students sitting on them?

Barry: Yeah, there are probably a whole bunch. Membership does not have a student. MCSA & USA seat their own members. When you know who you would like seated on the different committees, just let us know and we can update the rosters.

Dylan Young : We have an updated roster for you, we just need to elect who is sitting on Membership, I will get it to you.

Motion made by Membership to approve membership changes. Motion carried as presented.

IX. **Campus Committee Reports.**

Wes Flinn: Not technically a committee but I can tell you that Peter Dolan and I have been reading all of your assessment plans and reports and thank you for submitting them. We will be getting your feedback back to you. If you haven't submitted your reports, please do so.

X. **All University Reports.**
None

X1. **Announcements.**

liz Thompson - reminder today at 4:00 Prairie Lounge, we have our first collaboration with the office of Human Resources, black indigenous people of color queer and disabled employees. Informal group for support and faculty and staff of any levels are invited.

Janet - Next weekend Homecoming I would love to see you at all of the events around campus.

Peter Bremer - Prairie Gate Literary Festival October 6-8 we have some outstanding writers coming to campus to participate in public readings.

Peh - Homecoming - encourage students & faculty to attend the alumni and students networking event in the Cougar Room October 7th.

Siobhan Bremer - Readers Theater Presentation Alum wrote a play and we will be presenting - the Flying Dutchman 1-2 on October 7

Wes Flinn- 4:00pm Homecoming Concert

X11. **Adjournment.**

Motion made to adjourn the meeting at 12:05

Proposal for Campus Assembly

2025-2026 UNIVERSITY OF MINNESOTA MORRIS CALENDAR

Fall Semester 2025 (73 class days)

August 11	Monday	Faculty 9-mo. appointments begin
August 16-19	Sat.-Tues.	New Student Orientation
August 20	Wednesday	Classes begin
September 1	Monday	Labor Day holiday
October 10	Friday	First half semester Classes end
October 13-14	Mon.-Tues.	Fall Break (no classes)
October 15	Wednesday	Second half semester Classes begin
November 27-28	Thurs.-Fri.	Thanksgiving Holiday and floating holiday
December 5	Friday	Last day of instruction
December 6-8	Sat.-Mon.	Study days
December 9-12	Tues.-Fri.	Final examinations

Spring Semester 2026 (74 class days)

January 12	Monday	Classes begin
January 19	Monday	MLK Holiday
March 6	Friday	First half semester Classes end
March 9-13	Mon-Fri.	Spring Break
March 13	Friday	Floating Holiday
March 16	Monday	Second half semester Classes begin
May 1	Friday	Last day of instruction
May 2-4	Sat.-Mon.	Study days
May 5-8	Tues.-Fri.	Final examinations
May 9	Saturday	Commencement
May 10	Sunday	Faculty 9-mo. appointments end

May Session 2026 (14 class days)

May 11	Monday	May session begins
May 25	Monday	Memorial Day holiday
May 29	Friday	May session ends

Summer Session 2026

May 18-June 18		Summer Session I (23 class days)
May 25	Monday	Memorial Day holiday
June 19	Friday	Juneteenth (no classes)
June 22-July 24		Summer Session II (24 class days)
July 3	Friday	Independence Day holiday

2025-2026 Holidays (Total: 11)

July 4, 2025	Friday	Independence Day Holiday
September 1	Monday	Labor Day Holiday
November 27	Thursday	Thanksgiving Day Holiday
November 28	Friday	Floating holiday
December 25	Thursday	Christmas Holiday
December 26	Friday	Floating holiday
January 1, 2026	Thursday	New Year's Day Holiday
January 2	Friday	Floating holiday
January 19	Monday	Martin Luther King Jr. Day
March 13	Friday	Floating holiday
May 25	Monday	Memorial Day Holiday

2025-2026 Academic Calendar Class Days

Fall Semester 2025 (73 Days)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
1st Half	6	7	8	8	8	37
2nd Half	7	7	8	7	7	36
Total	13	14	16	15	15	73

Spring Semester 2026 (74 Days)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
1st Half	7	8	8	8	8	39
2nd Half	7	7	7	7	7	35
Total	14	15	15	15	15	74

U Policy requires 70-75 class days each semester

Morris Core Curriculum- Approved unanimously by Curriculum Committee 8/25/2022

- For the Fall 2025 catalog

Simple and common message: With a wide range of areas of study, the Morris Core Curriculum prepares students for real life challenges. Students will graduate from UMN Morris as **career-ready scholars** with the experience and the skill set to better communicate, use critical thinking, and become **creative problem solvers** and **community contributors**.

I. First Year Experience - An Introduction to the Liberal Arts (2 classes, 3 credits)

- A. **Intellectual Community (IC)** - To foster development of a liberal arts intellectual community through the introduction of intellectual and practical skills and through active student-faculty engagement in course material. *2 credits*
- B. **College Pathways Morris IS 1101 (CP)** - *1 credit*

II. Skills for the Liberal Arts - Useful Skills for any Major or Career (5 classes, 17-21 credits)

- A. **Writing for the Liberal Arts (WLA)** - To learn the general conventions and process of academic writing and lay the foundation for learning conventions specific to individual disciplines *4 credits*
- B. **Writing Enriched (WE)** - To develop and improve writing skills through explicit instruction, feedback, and the revision and resubmission of assignments. *2-4 credits*
- C. **World Languages (WL)** - To develop proficiency in a single language other than English at the level equivalent to the first full year of college language study. *8 credits or equivalent proficiency or exemption*
- D. **Quantitative/Mathematical/Symbolic Reasoning (M/SR)** – To increase students' capacity for and competence with formal systems, quantitative reasoning, and symbolic and logical modes of thinking. *2-5 credits*
- E. **Artistic Process (ArtP)** - To introduce an understanding of the creative process through individual performance, and demonstrate skill in such activities as composition, theater, dance, studio art, and music. *1-4 credits*

III. Morris Mission Themes and Liberal Arts Perspectives - (23-40 credits)

A. Students must fulfill the Morris Mission Themes by completing the requirements in:

1. *Human Diversity and Equity (HDE)* - To develop students' awareness of the individual and institutional dynamics of unequal power relations in societies.
2. *Global Perspectives (GP)* - To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
3. *Ethical and Civic Responsibility (ECR)* - To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, scientific, professional, and personal values and to understand the ways in which they can be responsible and productive community members.
4. *Sustainability & the Environment (SE)* - To improve students' understanding of today's complex sustainability and environmental challenges. Students will explore issues related to sustainability or the environment through the humanities, sciences, and/or social sciences.

B. Students must fulfill the Liberal Arts Perspectives by completing the requirements in:

1. **Humanities (HUM)**- To expand students' capacity to understand, analyze, discuss, and evaluate discourse concerning the complexity of the human condition. *One course*
2. **Fine Arts (FA)** - To develop students' ability to understand, analyze, and appreciate the arts. *One course.*
3. **Social and Behavioral Sciences (SS)** - To increase students' understanding of humans as individuals, and the social systems and institutions in which they live. *One course.*

4. **Historical Perspectives** (HIST) - To increase students' understanding of the past and the complexity of economic, cultural, religious, political, and scientific affairs. *One course*
5. **Physical and Natural Sciences** (SCI and SCIL) - To increase students' understanding of the structure and dynamics of the physical and natural worlds. *Two courses, at least one SciL*

IV. Capstone Experience – Completed within the Major Requirements through senior seminars or senior theses, or senior projects, or completion of a senior seminar equivalent course.

- To enable the students to integrate the skills and concepts learned throughout their Morris years.
Requirement is satisfied by the completion of a major.

V. “Additional” Learning – self-reported or credit based learning including internships, study abroad, undergraduate research, field experience, and student leadership experience.

- To complement and extend students' classroom learning.
Requirement is satisfied by completion of one such experience.

Notes: *already added to provisions*

- Each course with at least 4 credits in Morris Mission Themes or Liberal Arts Perspectives **may** have two Morris Mission designators, OR one Morris Mission designator and one Liberal Arts Perspectives designator.
- Any doubly tagged course will be counted as satisfying both requirements.
- 3xxx and 4xxx courses may have Morris Mission Themes or Liberal Arts Perspectives designators.

Provisions: [edited from current catalog](#)

Provision i: UMN Morris courses designated as appropriate for meeting Morris Core requirements are those which, if passed successfully, demonstrate a student's competency in a given skill or an area.

Students are required to complete a minimum of 60 credits of Morris Core coursework outside the discipline of the major and must meet the specific requirements listed above. The requirements may be met not only through UMN Morris courses, but also by transfer of credit, examinations for proficiency or credit, assessment of prior learning, individual projects, and other means. For details, students should consult their advisors.

In some instances the specific Morris Core requirements may be met using fewer than 60 credits. If this occurs, then introductory or advanced elective courses from any discipline outside the major—with the exception of courses in elementary or secondary education, wellness and sport science, or accounting courses in management—may be used to fulfill the remaining credits of the 60-credit Morris Core requirement.

Provision ii: Goals will be used to match courses to Morris Core requirements

Provision iii: Only courses of two or more credits will satisfy Morris Mission Themes or Liberal Arts Perspectives requirement.

Provision iv: 3xxx and 4xxx courses may have Morris Mission Themes or Liberal Arts Perspectives designators. A course with at least 4 credits in Morris Mission Themes or Liberal Arts Perspectives **may** have two Morris Mission designators, OR one Morris Mission designator and one Liberal Arts Perspectives designator. Any course with two designators will be counted as satisfying both requirements under the designators.

Provision v: Each major can provide students with a statement about how a student majoring in that area will formally acquire computing and writing skills. Students should contact their faculty advisers for current information.

*Transfer students who have completed 12 credit hours or more of courses at a college or university after receiving their high school diplomas are exempt from the First Year Experience requirements.

** If transfer students qualify for the IC exemption with 12 or more post high school matriculation credit hours that include at least four credits of writing instruction and fulfill the writing requirement at their previous institutions, they are exempt from the WLA requirement.

***International students should contact the Scholastic Committee for an exemption.

[INSERT ORGANIZATION NAME OR LETTERHEAD]

Resolution No.: S. 2907 AND H.R. 5444, Truth and Healing Commission on Indian Boarding School Policies Act

**Statement and Support for the Truth and Healing Commission on
Indian Boarding School Policies Act and Associated Efforts**

WHEREAS, *the University of Minnesota Morris; and*

WHEREAS, assimilation processes against Native Americans, such as the Indian Boarding School Policies, were adopted by the United States Government to strip American Indian, Alaska Native, and Native Hawaiian children of their Indigenous identities, beliefs, and languages to assimilate them into non-Native culture through federally funded and controlled Christian-run schools, which had the intent and, in many cases, the effect, of termination, with dire and intentional consequences on the cultures and languages of Indigenous peoples; and

WHEREAS, more than 100,000 American Indian and Alaska Native children were forcibly removed from their family homes and placed in any of 460 Bureau of Indian Affairs-operated schools, including at least 367 known Indian boarding schools, often church-run, at which assimilation and “civilization” practices were inflicted on those children as part of the assimilation efforts of the Federal Government, advancing eradication of Indigenous peoples in the United States; and

WHEREAS, the United States Indian Boarding School policy’s deliberate intention was the separation of Native American children from their families, cultures, and Tribal communities through removal; and

WHEREAS, many tribal children were sent to boarding schools, that served as a place to experiment on and abuse our children medically, physically, psychologically, and sexually; and

WHEREAS, the 2018 Broken Promises Report published by the United States Commission on Civil Rights reported that American Indian and Alaska Native communities continue to experience intergenerational trauma resulting from experiences in Indian boarding schools, which divided cultural family structures, damaged Indigenous identities, and inflicted chronic psychological ramifications on American Indian and Alaska Native children and families; and

WHEREAS, Congress introduced legislation titled: To establish the Truth and Healing Commission on Indian Boarding School Policies in the United States, and for other purposes, the

[INSERT ORGANIZATION NAME OR LETTERHEAD]

Act may be cited as the “Truth and Healing Commission on Indian Boarding School Policies Act” on September 30, 2021; and

WHEREAS, the purposes of this Act are to establish a Truth and Healing Commission (Commission) on Indian Boarding School Policies in the United States to formally investigate and document, for the first time in history, the attempted termination of cultures and languages of Indigenous peoples, assimilation practices, and human rights violations that occurred against American Indians, Alaska Natives, and Native Hawaiians through Indian Boarding School Policies in furtherance of the motto to “kill the Indian in him and save the man”; and to formally investigate and document the impacts and ongoing effects of historical and intergenerational trauma in Native communities, including the effects of the attempted cultural and linguistic termination of American Indians, Alaska Natives, and Native Hawaiians, resulting from Indian Boarding School Policies, among other things; and

WHEREAS, the Commission’s main role is to develop recommendations on actions the Federal Government can take to adequately hold itself accountable for, and redress and heal, the historical and intergenerational trauma inflicted by the Indian Boarding School Policies.

NOW THEREFORE BE IT RESOLVED by *the Campus Assembly that the University of Minnesota Morris* hereby supports all congressional efforts to pass legislation approving the Truth and Healing Commission on Indian Boarding School Policies Act and similar initiatives, and subsequent recommendations, to hold the federal government accountable for, and redress and heal, the historical and intergenerational trauma inflicted by the Indian Boarding School Policies.

UNIVERSITY OF MINNESOTA

Morris Campus

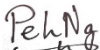
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September 9, 2022

Memo to: Steering Committee

From: Peh Ng, Curriculum Committee Chair 

Subject: UMN Morris curricular course changes proposed - catalog requests

Below are items approved by the Curriculum Committee that we request be placed on the agenda for the September 27, 2022 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:

General Education Requirements:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Morris Core Curriculum	8/25/2022	(10-0-0)

Division of Science and Mathematics Proposal:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Biology Form A (Discipline Summary of Program Changes) Catalog descriptions – Major and Minor programs Course Revisions: 1111, 3131, 4111, 4191, 3701 Course Deactivations: 1008, 1051, 1801, 4003, 4105, 4241, 4333, 4301	9/8/2022	(8-0-0)
Chemistry Form A (Discipline Summary of Program Changes) Catalog descriptions – Major and Minor programs Course Deactivations: 4351, 4357 New Course: CHEM 4358 Protein Biochemistry	9/8/2022	(8-0-0)

Computer Science Form A (Discipline Summary of Program Changes) Catalog descriptions – Major and Minor programs Course Revisions: 2101, 2601, 2701, 3412 Course Deactivations: 1201 New Courses: CSCI 1221 Introductory Programming Concepts I CSCI 1222 Introductory Programming Concepts II	9/8/2022	(8-0-0)
Data Science (minor) Form A (Discipline Summary of Program Changes) Catalog description – Minor program	9/8/2022	(8-0-0)
Environmental Science Form A (Discipline Summary of Program Changes) Catalog description – Major program	9/8/2022	(6-0-0)
Geology Form A (Discipline Summary of Program Changes) Catalog descriptions – Major and Minor programs	9/8/2022	(9-0-0)
Mathematics Form A (Discipline Summary of Program Changes) Course Revisions: 3111 Catalog descriptions – Major and Minor programs	9/8/2022	(9-0-0)
Physics Form A (Discipline Summary of Program Changes) Course Deactivations: 1801, 3152 Catalog descriptions – Major and Minor programs	9/8/2022	(8-0-0)
Statistics Form A (Discipline Summary of Program Changes) Catalog descriptions – Major and Minor programs	9/8/2022	(9-0-0)

Division of the Humanities Proposal:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Philosophy Form A (Discipline Summary of Program Changes) Catalog descriptions, including standard plan and three new subplans Course Revisions: 3112, 4002, 2151, 4121, 2113, 3151, 3171, 1101, 4901 Course Deactivations: 4902, 4903, 4904, 4130, 4100, 4000, 2141, 4131	9/8/2022	(8-0-0)