

Campus Assembly
University of Minnesota Morris
February 21, 2023 @ 11:40 am & February 23, 2023 @ 11:40 am
Via Zoom

I. **Chancellor's Remarks.**

The 2023 University of Minnesota accountability report is now available on the president's office webpage (<https://president.umn.edu/mpact-2025>), and it provides important context for some of the conversations so far this year at the system level and at the state level as well as on our campus. For example, ahead of the Board of Regents discussion of the accountability report at their February meeting, I was asked to help answer some of a long list of questions the regents had upon reading the draft report, including this one:

Help me understand why Crookston's student enrollment is 1,489 and it has 264 employees whereas Morris has 1,068 students enrolled with 374 employees. (By comparison, Rochester has 100 fewer students than Morris but has 270 fewer employees).

Though stark in its phrasing, this kind of question is not new. It is, though, part of fairly intense recent attention to cross-campus comparisons and to *numbers*, Morris numbers especially, by both the regents and the state legislature. Numbers, then, are the core of what I want to talk about today.

First, to the regent's question: *why are our numbers of students and employees what they are?* Many of you already know at least some answers to that question, which include the fact that UMN Rochester, which is not separately accredited from UMN TC, relies on a number of Twin Cities campus staff and services to provide support for their students and programs. Their student residential life options will expand starting fall 2023, but for now, they lease their student spaces, which are apartments rather than traditional dorm rooms, and building maintenance is part of the lease rather than a University responsibility. Similarly, the Rochester campus, because of their leased urban shopping mall location, does not have the infrastructure maintenance the other campuses do (e.g., snow removal, heating plant), nor do they have their own campus public safety staff. Rochester also does not offer any college athletics.

A key factor in UMN Crookston's numbers is the fact that while their total enrollment is higher than ours, the official number of their on-campus students for fall 2022 was 647, or 43% of the total degree-seeking student enrollment.

On our campus this year, by contrast, on-campus students make up more than 98% of the total degree-seeking enrollment, about half of whom live on campus. We sponsor 19 competitive sports, as the only Division III public option in the state—more about that in few minutes—and at least ten of our employees are fully funded by federal grants. And importantly, the kind of education we provide requires more people and more of our time. The liberal arts college experience should not be available only at elite private colleges.

The campuses are not as comparable as isolated numbers can make them seem, so I was glad to be asked to provide more information. Still, we do continue to have more faculty than our current enrollment can support, something I addressed in my August convocation and since. I've met some excellent candidates for tenure track positions here recently, and we very much need them. We also need to continue overall to reduce our number of faculty. I don't want fewer or smaller programs, but given the need to align budgets and programming, we must continue to be realistic about what we can and can't do in the next few years—as I know many of you are already well aware. What I said at the start of this academic year bears repeating here: “This year, even more than last year, my highest priority among many is and must be priority 15 [in our jointly developed list of strategic priorities and aspirations]: “Develop integrated strategies to build and maintain an optimal and sustainable student body size. Engage students, staff, and faculty to contribute to our overall success.” Vice Chancellor for Enrollment Management and Institutional Effectiveness Melissa Bert is going to tell you more in just a few minutes about how we're doing this work, and I want to name, too, a few of the other things that we have done so far this year that address this priority:

- After some protracted back-and-forth work to iron out details, we have renewed our agreement with Shanghai University for Finance and Economics, creating a 2+2.5 option as well as continuing our 1+3 option, although that 1+3 doesn't look the same as it did before the pandemic. Their program is now accredited, which brings helpful changes to our

relationship—SUFU students are now handled much more like other transfer students, and syllabi from SUFU have been reviewed by faculty and evaluated for transfer credit just like we do for institutions in the U.S.

- We created the Morris Academic EXperiences (MAX) Fund for students (as part of the U's Learners to Leaders campaign) to fund learning outside the Morris classroom, pretty much anything that would go through our Enrichment office or through Community Engagement, Center for Small Towns, or Sustainability opportunities for students, and especially focused on extending access to internships for our students. The fund quickly gathered strong support from donors that I think will continue. We were able to fund eleven student recipients in year one, and we anticipate funding at least double that in year two. Tying liberal arts education to *outcomes* is more important than ever, and internships are an important part of that. I'd like to get to the point where we can offer *every* Morris student an internship and make sure they can afford to accept an internship placement. That would help distinguish us.

- I'm grateful to all the faculty who worked on drawing up a 3-year degree option for their discipline, which grew out of the market differentiation work we did—the three-years-to-degree-if-that's-where-you-want-to-be idea. We've been moving these program outlines into a consistent format so that we can share them better, and these should appeal especially to students who come in with a semester or more of college credit, as over a third of our recent entering classes have. As I have said before, the idea here is not to rush them through, but to give students *options*, whether that's the option to study abroad for a semester or year, or finish another major, or take an internship in DC, or whatever. The three-year plans are the basis for more pathways into, at, and after UMN Morris. We are in preliminary conversations with other system campuses about program possibilities such as 3+1 options, where students could perhaps take an online graduate class or two in their last year at Morris and then complete a Master's degree at Duluth or the Twin Cities. More on that to come; we'll need faculty involvement to make such ideas actually into plans.

· Finally for the moment, I want to note the athletics change that was announced at the end of last week. After extended consideration, we decided to shift from sponsoring men's tennis, where we have struggled to fill a roster for several years now, to sponsoring a new men's swimming and diving program, starting next academic year. While this change is not official until after our UMAC athletics conference presidents and chancellors meeting in late March, we are allowed to go ahead and promote the men's swimming and diving program and recruit for it. I want to stress that I'm proud of our men's tennis team and that our commitment to continuing our sponsorship of women's tennis remains strong. "At the same time," as Vice Chancellor for Student Affairs Sandy Olson-Loy noted in her announcement last week, our women's swimming & diving team, led "by Head Coach Dave Molesworth, is highly regarded and has an excellent home facility. With a consistent roster of 16+ swimmers, the Cougar [swimmers] finished 3rd in the Liberal Arts Championships" earlier this month. Men's swimming will build on this success and will, we are confident, attract new students to our campus.

At its best, the University of Minnesota Morris is a strong community, both by necessity, given where we are and our number, and by intention, as a public liberal arts college. We innovate and improvise to create things that larger communities have either more funding for or have greater access to in adjacent ways. With fewer students and faculty and staff, I know that it's harder work to create and sustain the kind of community we want and in which our students thrive, and yet we *are* doing just that, and I am deeply grateful to all of you who contribute so much to that.

We have in just a few weeks the opportunity to strengthen the Regents' understanding of the strengths of this place. The March Board of Regents meeting will take place on our campus, on Friday, March 10. It's a short meeting, as it usually is in March, following the Board retreat on Wednesday of that week. Much of Thursday will focus on specific aspects of our campus, including a poster session with students and a lunch involving student-faculty research pairs and others. While the agenda for their visit is very definitely shaped by the Board office—and that includes how many people we can invite to various parts of the day—the Friday meeting begins at 8 am in the Recital Hall and is open to the public.

Wednesday evening, March 8, and all day Thursday, March 9 are our best opportunities to convey to the Regents what we want them to know about why they should support the University of Minnesota Morris. They've heard a great deal this year, as I noted earlier, about the challenges we're facing. Their visit here is our opportunity to show them why we believe this is place, with a purpose and with people worth investing in and elevating, so please plan to attend if you can a community reception on Wednesday, March 8 at Common Cup from 5.00 - 7.00 p.m.—you are, after all, important parts of the larger Morris community—and the open campus reception on Thursday, March 9, at 5.30 p.m. outside the HFA Gallery. I look forward to your help in conveying the strengths of UMN Morris to the Board of Regents. Let's present our best selves so that they leave thinking highly of this amazing place, our people, and our purpose.

II. **For Action.** From the Steering Committee. Approve minutes from November 29, 2022 December 1, 2022 Campus Assembly Meeting. Motion carried as presented.

III. **For Action.** From the Curriculum Committee. Curricular Changes. Presented by Peh Ng.

There are two main categories of changes I am presenting on behalf of Curriculum Comm. First, we have a slate of new course proposals from one course revision from several academic disciplines. From the Humanities, we have a new IC course and two new electives; from Science and Math, we have a new IC course, two new electives, one of which is a writing enriched course, and a course revision to allow the Eenvt (people and environment gen ed designator) for the Ecology course. We have a new interdisciplinary honors course, and a new IC course from Education. Second, our Writing Board has made a proposal to the Curriculum Committee to expand Writing Enriched eligible courses from 1xxx, 2xxx to 1xxx,2xxx,3xxx courses. Historical Context: Campus Assembly voted on Nov 2020 to approve the single-tier Writing Enriched (WE) curriculum that allows only 1xxx and 2xxx courses to be eligible for WE courses, over the two-tier lower level (1xxx-2xxx) and an upper level 3xxx-4xxx writing enriched courses. Rationale for this motion: from the writing board: Increasingly, the Writing Board has fielded questions from faculty who feel their 3xxx-level courses would be excellent fit for the WE curriculum but who cannot submit them because of this limitation. This of course makes sense, as in many fields students are only prepared for advanced writing after pursuing fundamentals of the discipline in lower level courses. Further, the number of current WE courses approved is relatively low and has raised concerns —only 14 courses for the '22-'23 AY, totaling a max number of 242 seats. Some of these courses are only offered occasionally and accessible to a small portion of our students. The motion to approve the above course changes and the proposal from our Writing Board comes from Curriculum Comm and now, I will ask for discussions and questions from the floor.

Discussion:

Pleased that the Curriculum Committee approved the proposal, the writing board feels this is a temporary solution. We are looking forward to students continuing to do more writing across disciplines. Much discussion regarding the level of courses and what is available and that discussion in the future should include the 4000 level courses. The goal is to not only produce writers, but to articulate our writing curriculum as a whole. Looking to make steps up to it. Two part proposal, the point is that if we just have one requirement, we want to have more levels of writing before the get to the higher level

courses. If we only have one level we would like to have it earlier. 3000 level courses should be proposed that already exist that would now qualify for the writing enriched course.

Peh: Seeing that no concerns were raised in the docket items related to course changes and proposals, we may wish to consider splitting the course proposals and the proposal from the Writing Board into two separate votes. I need a motion to do so:

Roland Guyotte motioned to pull the proposal from the Writing Board 2nd by Sarah Buchanan. Motion carries to separate the writing portion.

For campus assembly from Humanities, Science & Math, Interdisciplinary Studies and Education motion to approve from the Curriculum Committee. Motion carried as presented.

Motion from Curriculum Committee on the proposal for writing changes. Motion carried as presented.

Proposal to move item VII to item IV. As Jeanne Williamson is unable to present on Thursday. Motion made by Emily Bruce to do item VII next 2nd by Sarah Buchanan. Motion carried as presented.

VII. **For Information.** From the Steering Committee. Health and Wellness Presentation. Presented by David Israels-Swenson & Jeanne Williamson . Slides are in Canvas.

Talked about what you can do to help students sleep and manage stress.

Motion to adjourn meeting at 12:40 on February 21, 2023 and continue on February 23, 2023 at 11:40 via Zoom made by Alyssa Pirinelli - Delauries. 2nd by Noelle Muzzy. Approved as presented.

Meeting called to order at 11:40am on Feb 23, 2023

IV. **For Information.** From the Vice Chancellor for Enrollment Management & Institutional Effectiveness. Enrollment update and initiatives. Presented by Melissa Bert

Went over enrollment trends for the last five years. Discussed that the pandemic, retention challenges, public perception of rural, small liberal arts college and market visibility have contributed to our enrollment challenges. Our current initiatives include a return to in person events, digital ads in MN high schools. A couple highlights of our recruitment include; Pilot Outreach (Music); Greenlight Match; Direct Admissions (MN Office of OHE); Expanded multicultural outreach; Updated website; Slate. Increase in student outreach with our new marketing campaigns and admitted student days and finding ways for the community of scholars to reach more students. Numbers are looking good for fall 2023 but still a long way to go.

Comments/Questions/Discussion:

Wondering about the move of the community of scholars online. Our best marketing tool is to bring them to campus. How do we get that connection moving it online?

We have a companion event on campus. It does provide the red carpet treatment when they are here. Part of it has been the staff time in how to run that event. How do we successfully run such a large event. We are still trying to figure it out.

Raising questions/concerns regarding faculty contacting students. Some welcome the opportunity to connect but some of us are feeling it is difficult to balance. It puts pressure on some faculty members that some will not do it and I would suggest a more discipline directed approach to this. I have also concerns about private data being shared with that list. Would like to discuss further.

Response: In the message, this is a need to know to basis. Assumption is that faculty will keep this message private. We must be able to trust the faculty. There needs to be a followup and see if this effort was useful and what the outcome is. If you are not available to do it, then the division chairs and management can help. We are open to that discussion.

This is unscientific but I would ask why they would enroll and it is almost always based on a highschool teacher that recommended us. One of the biggest things is going to be including the Latino community. Selling our location and stressing the advantages of coming to a rural community.

Some feedback that one of the first places that students look at is social media. In the past we have been told that we should not have our own social media presence.

Easier to funnel through the main account. Would love Instagram takeovers by disciplines. Question of who monitors if there are issues. Where is the most effect for the time that faculty have?

Conversations with students, re: what brought you here and what keeps you here? Social media, information for general things about Morris. Bonds that they make with faculty and then they are gone.

V. **For Information.** From the Steering Committee. Update on Community Hour Usage Study. Prompt: "How do you use Community Hour". Presented by Jon Anderson.

The Community Hour for April 20th is now available for general events to be scheduled and take place. You can access it through the governance page on our website. We will report back with our findings.

VI. **For Information.** From the Chancellor Search Committee. Update on Chancellor Search. Presented by Peh Ng.

To follow-up on my late January 2023 message to campus, I would like to inform you all that the search process is moving along as scheduled. The search committee has met several times since we were charged. We are still on target with our timeline, i.e. The confidential first-round interviews of the semi-finalists scheduled for late February are now confirmed for during the week of Feb 27. The second-round interviews and public forums also known as campus interviews of finalists are tentatively scheduled for during the two weeks after our Spring Break, i.e. March 20–31, 2023. Leadership transition (Summer 2023) When the time comes for hosting candidates on campus, I would appreciate your participation and your help to showcase the ways we all contribute to making the UMN Morris an institution we take pride in and a community we all call home of our workplace.

VIII. **Campus Committee Reports.**

Planning Committee: Have created some subcommittees to bring forth topics on enrollment management.

Any progress that committees make to the strategic plan will be requested to map that governance is involved in progressing those goals.

IX. **All University Reports.**
None

X. **Announcements.**
Tomorrow is the due date for REPA filing reports. It is a University requirement.

Board of Regents visit. Are they taking any of our recommendations?

They did not.

URS would like to remind everyone that Feb 28 is the deadline to submit an abstract. Please encourage students to attend the events.

Fat Tuesday Jazz celebration will be Feb 28th at the Morris Theatre. Follow up jam session at the Met.

Tomorrow is the job internship fair. We are still planning on taking a bus to the TC. If any students still want to attend they can sign up today.

Thank you to our facilities staff who have been working around the clock to try and keep up with the snow that just keeps coming.

Ruby is visiting Monday the 27th to share her path to the Legislature and congressional path.

X1. **Adjournment.**
Meeting adjourned at 12:34

Morris Campus

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January 27, 2023

revised 2/13/2023

Memo to: Steering Committee

 From: Peh Ng, Curriculum Committee Chair 

Subject: UMN Morris curricular course changes proposed

Below are items approved by the Curriculum Committee that we request be placed on the agenda for the February 21, 2023 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:

Program/Form/Course Action	Meeting Date	Vote (For-Against-Abstentions)
Division of the Humanities: New Courses: Engl 1824: Games as Texts: Tabletop Roleplaying Games Engl 2432: Unfinished Business: Incomplete Novels of Great American Writers NAIS 2255: Indigenous Material and Expressive Cultures: Contexts, Curation, and Commodification	1/26/2023	(11-0-0)
Division of Science and Mathematics: New Courses: Biol 1804: Biology of Sex Biol 2001W: Natural History of Insects CSci 4611: Process, Programming, and Languages: Introduction to Memory Safe Systems Programming Revision: Biol 3131	1/26/2023	(10-0-0)
Interdisciplinary Studies: New Course: IS 3263H : Honors: The Commons: Tragedy or Comedy?	1/26/2023	(11-0-0)
Division of Education New Course: ED 1805 : Taking Back the Classroom: An Indigenous Perspective on Education	2/2/2023	(10-0-0)

Writing Board proposal to expand Writing Enriched courses from 1xxx/2xxx to 1xxx/2xxx/3xxx

Recommended by Curriculum Committee on Dec 6, 2022 (9-1-0)

The single-tier WE (writing enriched) curriculum voted for and approved by Campus Assembly (CA) in November 2020, which we have used as our guideline in assessing proposed WE courses, limits what can count as a WE course to only those at the 1xxx- and 2xxx- levels. Our Writing Board, tasked by Curriculum Committee and approved by CA to review and support proposals for WE courses from our faculty, proposed to Cur Comm in Dec 2022 to allow 3xxx courses as WE courses.

Student Stress and Sleep: What's my role?

Jeanne Williamson, MSW, LICSW Assistant Director of Student
Counseling, Health and Wellness

Dave Israels-Swenson, Senior Director of Student Activities,
Health and Wellness



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Introduction

1. Creating an environment that promotes mental and physical health, stress management and overall well being is a job for us all.
2. You don't have to be a licensed therapist to promote positive sleep, stress management and wellbeing skills and modeling can be a powerful tool.
3. These are simply suggestions! We love hearing your unique ideas as well.



If I had a pill/drug for..... Scientifically PROVEN with 17,000 heavily scrutinized scientific reports

HOW MUCH WOULD YOU PAY IF I GAVE YOU a pill that is PROVEN to do THIS TODAY

1. Wards off and shortens colds and flus
2. Gives you more creativity
3. Gives you an enhanced memory
4. Lowers risk of diabetes
5. Lowers risk of stroke
6. Lowers risk of heart attacks

1. Protects you from cancer
2. Protects you from dementia
3. Makes you happier
4. Makes you less depressed and less anxious
5. Makes you more attractive
6. Lowers food cravings
7. Makes it easier to maintain a healthy weight
8. Gives you a longer life



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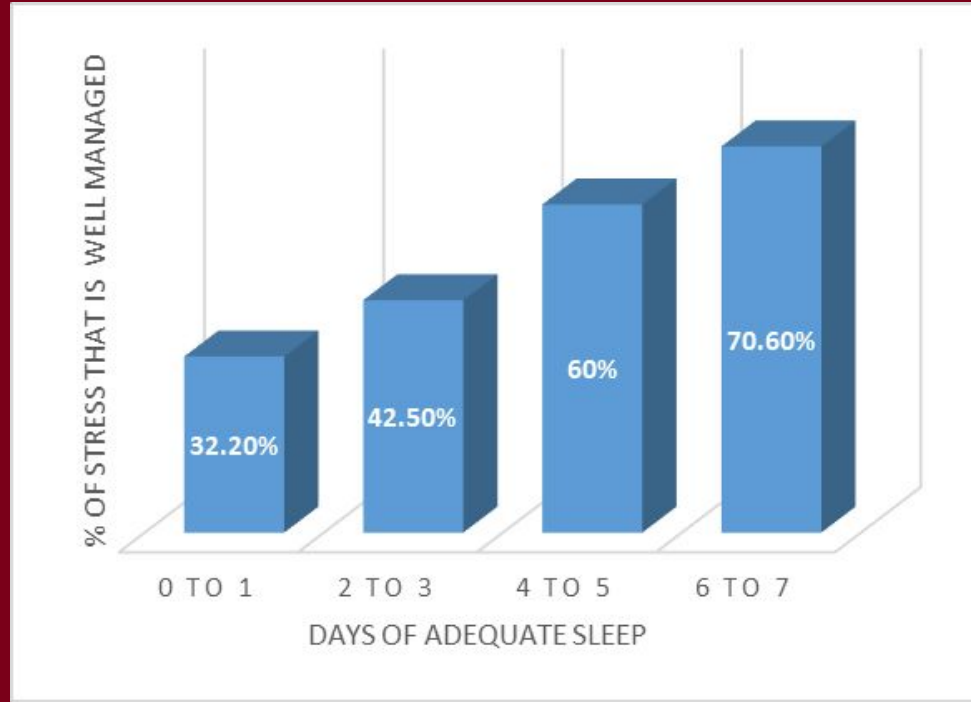
Ability to Manage Stress over the past 12 months



Number of Days of Adequate Sleep in the past 7 days



Adequate Sleep and ability to Manage Stress



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Sleep

1. Getting proper sleep is proven to positively impact academic performance. It makes you more creative, enhances your memory, lowers your risk of multiple diseases and leads to increased levels of happiness.
2. Consider changing your class deadlines.
 - a. Canvas defaults to midnight. This leaves many working up until the late hours of the evening and on a screen which can negatively impact sleep patterns and impact circadian rhythms.
 - b. What about 9:00 or 10:00pm? This simple shift can help your students (and you!) prioritize their sleep



Integrate skills into your course

1. Set up your classroom for success. Things like music at the start of class, consider lighting, overall setting you are teaching in.
2. Consider starting class with a breathing exercise
3. Consider starting class with a brief moment of meditation or reflection
4. Utilize Don't Cancel that Class program whether or not you are going to be gone.
 - a. Topics include Stress management, sleep, healthy relationships and mindfulness.



Model Healthy Behavior

We ALL need this (us too!) more than ever

1. Modeling for our students is not only for them, it is for us too.
2. When we practice skills together with our students, everyone benefits.
3. Set boundaries for yourself and model good boundary setting for your students.
4. Carve out space for self care and communicate the importance of this with your students.



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Referrals

1. Don't just be aware of referrals, but practice how to do good referrals
 - a. Video from system
2. Referral List Considerations:
 - a. Student Counseling
 - b. Let's Talk
 - c. Learn to Live
 - d. Health Service
 - e. Case Management
3. What referrals do you need?



Thank you!

Questions?



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