

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

1-19-2023

Scholastic minutes 01/19/2023

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Scholastic Committee
Jan. 19, 2023 @ 11:40 a.m.
Meeting Number 5
Virtual

Members present: Cameron Berthiaume, Jess Larson (substitute chair), Marcus Muller, Alyssa Pirinelli-Deslauriers, Mark Logan, Jessica Porwoll, Jason Ramey, Nick Skulan, Dennis Stewart, Dylan Young, Beth Zaske

Members absent: Rachel Dagbovie, Julie Eckerle (Chair), Josh Kuusisto, Lindsey Roemeling

Guests: Peh Ng

In these minutes: *Scholastic Committee & Strategic Plan; Charge from Peh Ng re: Morris Core Curriculum*

Agenda & Minutes:

I. Item #1: Strategic Plan Document

This is the Committee's first time trying to put in written form how our committee's work connects to and supports the UMN Morris Strategic Vision.

The Aspirations that are documented are the aspirations that apply to Scholastic and something that we can help to address.

This document is not an official document and we can add comments to the document as suggestions/recommendations/word-smithing opportunities.

Re: the Scholastic Committee's Contribution to Commitment #1 (Public Liberal Arts for the Future), Aspiration #1 ("We aspire to honor our liberal arts tradition by preparing students to create and discover solutions to complex problems of the 21st century, through inquiry, community-engaged learning, and rigorous experiential projects across the curriculum, including integrated first-year and capstone experiences."):

There was discussion to indicate that we should keep/own this, but there was also discussion that this would be a curriculum aspiration. Discussion occurred on whether we should document things we primarily "own" vs. things we can support.

Re: the Scholastic Committee's Contribution to Commitment #1 (Public Liberal Arts for the Future), Aspiration #2 ("We aspire to strengthen our commitment to scholarship by supporting faculty, staff, and students in research and creative activities."):

Does the word "scholarship" mean student or our defined definition of scholarly work?

Re: the Scholastic Committee's Contribution to Commitment #2 (Excellence for Everyone), Aspiration #5 ("We aspire to provide full accessibility to all of UMN Morris's teaching, living, service, and learning spaces and technologies to create an inviting and usable environment for everyone on campus."), Priority 7 ("Enhance the liberal arts education opportunity for students from all backgrounds, especially those from diverse, first-generation, and low-income populations."):

We do work that impacts priority 7 (can influence admissions).

We review courses that are not transferable to Morris and try to determine if they can satisfy our general education.

Re: the Scholastic Committee's Contribution to Commitment #2 (Excellence for Everyone), Aspiration #5 ("We aspire to provide full accessibility to all of UMN Morris's teaching, living, service, and learning spaces and technologies to create an inviting and usable environment for everyone on campus."), Priority 10 ("Continue to build on efforts to support work/life balance and wellbeing for faculty, staff, and students."):

We do not do this.

Discussion about supporting work/life balance vs. affecting work/life balance. We discussed how petitions could impact students (waivers, delays of degree processing, etc.) and how this impacts the ASR-type departments (OTR, OS, Fin Aid).

Re: the Scholastic Committee's Contribution to Commitment #3 (Vital Campus Community), Aspiration #6 ("We aspire to develop integrated strategies to build and maintain an optimal and sustainable student body size while also recruiting and retaining high quality faculty and staff."), Priority 14 ("Improve student retention and participation."):

An addition: we also changed the way we review academic suspension appeals and created 3 appeal sessions vs. the 1.

II. **Item #2: Visit from Peh Ng**

The reason Peh wanted to have a conversation with us is to be proactive in planning. Morris Core Curriculum, which will replace our gen ed in Fall 2025, has a new first-year (Morris 1101) course. The committee purview is to look at extenuating circumstances and the goal is to figure out how to handle the students who do not receive a passing grade in required courses. What happens when we have a required course for graduation and the student doesn't pass, especially if they are first year experience students and the student is in their final year. We went over the data of the number of students who have received F/N/W since Fall 2020. The open question was how can we be proactive with these students and help them complete this.

Question was asked about an official process if a student fails IC. What they must do to resolve it? Jess L. confirmed practice is that if you fail, you can take it again the following Fall. If you fail that a second time or miss the opportunity, you need to petition to the committee to determine what courses can satisfy that requirement. It was asked if they took Morris 1102, would that count, and it was argued no due to not the same subject matter. Discussion was had if we had another course we can use to satisfy that, as well as discussion on finding a Spring semester course that would count but it didn't go well based on feedback. Discussion was had about Psy 1026 - Reclaiming Happiness, could count as it is a half-semester, small-credit course. Jess P suggested some alternative options like enrolling in ARC and/or finding a solution another college is using.

Date of next meeting: Feb. 16, 2023

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| Adjournment time: | 12:40 |
| Submitted by: | Marcus Muller |
| Approved by email vote: | 9 votes for approval |
| Date submitted to Digital Well: | Feb. 20, 2023 |