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Scholastic minutes 03/30/2017

Scholastic Committee

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Scholastic Committee
2016-17 Academic Year
March 30, 2017
Meeting Nineteen Minutes

Present: Roland Guyotte (chair), Judy Korn, Jennifer Goodnough, Steve Gross, Brenda Boever, Merc Chasman, Emma Kloos, Dan Magner, Leslie Meek, Ray Schultz, Josiah Gregg, and Parker Smith
Guest: Sara Carman

1. Approve minutes of March 23, 2017, meeting

Minutes approved.

2. Chair's Report

Preferred name now appears on a student's APAS report.

3. SCEP Report

SCEP has not met and there is still no agenda.

There was a statement from the University regarding student records related to mental health counseling and the statement noted that counseling received outside of Boyton would not be HIPAA protected. There may be some confusion regarding the word "counseling" which has a very vague meaning. Faculty advisers provide academic counseling which is not HIPAA protected, but it is protected by FERPA. Students who seek counseling through the Aurora Center will not have their records protected by HIPAA. The difference is that Boyton creates a medical record which is protected by federal law, but the Aurora Center does not create a medical record.

Judy Korn believes that the records from Student Counseling on the Morris campus is HIPAA protected, but under the new statement from the University Goodnough believes those records would not be protected by HIPAA. Korn will confirm if UMM Student Counseling is HIPAA protected.

4. MSCA Environmental and American Indian resolution

Student members from the Morris Campus Student Association Academic (MCSA) Affairs Committee presented a resolution (Addendum One) to find ways to inform more Morris students about the American Indian history of the campus and initiatives for environmental sustainability. The resolution started as an idea to incorporate the two topics into IC courses, but after careful thought it was agreed that this was not the best solution. Another idea was to encourage students to attend seminars similar to the concert attendance requirement.

MCSA is looking for ideas and advice on how to move forward with their resolution. The committee made the following suggestions:

- It was suggested that MCSA speak with the Curriculum Committee about making changes to Morris curriculum to better incorporate American Indian history and environmental sustainability. Members of MCSA were leary of speaking with the Curriculum Committee because they did not want to tell faculty what to teach students.
- Another idea was to create a program or event that could take place during the first week of school for first-year students.

- Members suggested trying out things to send to the Curriculum Committee as they are currently reviewing general education requirements, in particular the People and the Environment and the Ethics and Civil Responsibilities requirements. MCSA members unanimously agreed they did not want to make all four general education categories in the Global Village requirement required.
- Members proposed suggesting making the Global Village courses 2-credit classes instead of 4-credit classes. Then requiring all four categories would be less of a burden on students.
- Speak with the Steering Committee to bring the resolution to Campus Assembly (CA). If CA approves the resolution that something should be done the resolution would go back to the committees for action.
- Speak with the Assessment of Student Learning Committee to track if the University is meeting the outcome.
- Speak with Student Affairs about integrating the topics into orientation. It is reasonable to expect incoming students to understand the campus culture. Implementing something at orientation might be faster than trying to change general education requirements.
- Speak with the Office of Sustainability
- Goodnough takes her IC students on a tour of the Office of Sustainability and suggested taking all students on a green tour. This may require a budget for transportation.
- Another suggestion included providing campus walking tours that highlight the history of the campus as a Native American boarding school. The tour could touch on the original buildings, landscape, and names used for rooms. However, it was noted that there is limited information about the history of the boarding school.
- Speaking with University Relations about collecting data and materials that could be used to create a flyer, poster, or brochure that could be given at orientation. University Relations produced a video for PBS titled *The Pride of the Prairie*.
- Speak with the Assessment Committee about student learning outcomes.

It was noted that introducing new students to Morris' sustainability efforts and focus is also a great introduction to the liberal arts due to complex issues involved in the topic.

When asked what they envision as a result of their initiative, MCSA representatives responded they would like to see their resolution help meet the Morris mission statement.

5. Syllabus Preferred Name blurb and next steps

The Queer Issues Committee (QIC) discussed and came to a consensus regarding the preferred name statement to be included in the syllabus (Addendum Two). The statement is a more concise version of the current preferred name website. QIC agreed the new statement makes it easy for students to learn where preferred name is being used and it is also a way for professors to say they will try to respect and be open about preferred name.

Preferred name changes can easily be made through MyU under the My Info tab. The statement brings focus to the seriousness of changing preferred name by recognizing where preferred name will be used.

SC discussed the language used in the preferred statement and suggested the following be sent to QIC for inclusion in the statement.

For academic purposes, it is important for faculty, staff, and students to be aware of where in University information systems preferred names are and are not used. For more information and how to set preferred names, see z.umn.edu/ummpreferedname.

Next steps:

1. Brenda Boever will bring the preferred name statement to the Dean.
2. Guyotte will sent the preferred name statement to the Steering Committee to be included as an item for action at the next Campus Assembly. If approved by CA then it would go to SCEP for inclusion in the syllabus policy.

The SC unanimously approved a motion to move forward on the syllabus preferred name statement.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: Morris Campus Student Association Resolution

Authors: Sara Carman, Josiah Gregg, Colette Millard, Sarah Kvale, Bri Sarkaria, and Alicia Schewe

Concerning: Learning Objectives Regarding Environmental Sustainability and American Indian Histories and Cultures

WHEREAS

The University of Minnesota, Morris (UMM) students, faculty and staff view Environmental Sustainability and American Indian Histories and Cultures as integral parts of the UMM community identity, and

WHEREAS

UMM references core values of “Intercultural competence, and environmental stewardship¹... [and] multicultural inclusiveness²” in its mission and vision statements, and

WHEREAS

UMM is housed on original Anishinaabe (Ojibwe), Dakota, and Lakota (Sioux) homelands and the campus was originally founded as an American Indian boarding school and UMM must be committed to recognizing this past, and

WHEREAS

UMM has made goals to be a national leader in sustainable education and has made strides such as planning to become more carbon neutral³, utilizing wind turbines, composting, and other initiatives, and

WHEREAS

UMM recognizes that the best way to further these sustainability initiatives and American Indian historical and cultural knowledge is through community action and education, and

RECOGNIZING

That there are classes on these topics that can fulfill other general education requirements, they are easily opted out of, and there is not currently a uniform requirement for the aforementioned topics for all UMM students, and

¹ Mission, University of Minnesota, Morris. The University of Minnesota, Morris (UMM) provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship

² Vision, University of Minnesota, Morris. The University of Minnesota, Morris's vision focuses on students: To celebrate and strengthen the multicultural inclusiveness of the campus community.

³ Table 3-29, 2013 University Plan, Performance, and Accountability Report.

WHEREAS

We recognize that current student workloads are already significantly demanding, and that requiring further courses might cause undue burden,

HOWEVER

There is a large display of support from both students and faculty for more educational opportunities and requirements to inform the student body of Environmental Sustainability and American Indian Histories and Culture, therefore

BE IT RESOLVED

That UMM should create an academic requirement for all students on the subjects of Environmental Sustainability and American Indian Histories and Cultures, and

BE IT RESOLVED

That these requirements would promote community and foster a deeper understanding of UMM's history and values, so that future students would be able to better promote UMM's mission both on campus and in the world at large.

Addendum Two : Syllabus Preferred Name

The University of Minnesota, Morris recognizes that many of its students use a name other than their legal/primary name, and permits students to self-manage preferred names within the University's information system. In particular, preferred names are used in course rosters, learning management systems, APAS, the campus directory, and on U Cards.

For information on setting preferred names and a complete list of where in University information systems they are and are not used, see z.umn.edu/ummpreferedname.