**RAC minutes**

January 5, 2009

**Attending**

Gary Andersen, Deb Basarich, Frank Blalark, Angela Bowlus, Laurel Carroll, Julie Chuba, Grant Clavelle, Carolee Cohen, Pam Cook, Maggie Cosgrove, Tina Falkner, Tracy Fischer, Jennifer Franko, Teresa Fruen, Marci Freundschuh, Laurie Gardner, Jamie Gearhart, Kit Gordon, Stacey Grimes, Carol Gross, Sean Halloran, Peggy Hampton, Kevin Havard, Jason Holscher, Emily Holt, Barbara Jensen, Jennifer Koontz, Mary Koskan, Sarah Kussow, Anne Lawrence, Stephanie Lawson, Linda Lindholm, Aileen Lively, Margo Mueller, Patti Neiman, Mary Ellen Nerney, Stephanie Nichols, Kathy Nolan, Linda Norcross, Anya Norton, Ingrid Nuttall, Laurie Pape Hadley, Cindy Pavlowski, Bob Quinney, Ann Rausch, Lonna Riedinger, Genny Rosing, Cindy Salyers, Fran Schirmers, Jody Seiler-Peterson, Mary Ellen Shaw, Pat Sherman, Deanne Silvera, Robert Simon, Nathan Tesch, Terri Tuzinski, Fran VanSlyk-Zaslofsky, Sue Van Voorhis, Kris Wright, Brenda Zehnder

**Announcements**

Mary Koskan made three announcements:

- Some performance problems with the registration system were experienced during registration for spring semester; these issues were tracked by ASR-IT and OIT. Some improvements were made, and continuous efforts will be made to improve registration system performance.
- The largest transaction day was on the third day of the registration queue, when there were 31,886 transactions. Last year, the high number was 29,516. ASR staff may want to look at first week of the next queue and make adjustments, as they would like to keep the number of transactions per day under 30,000.
- Also, there are three veterans orientation sessions coming up; please help spread the word to your student veterans. The sessions will take place: on January 14 from 3-5pm; on January 15 from 9:30-11:30am; and on January 21 from 4:30- 6:30pm. All sessions will take place in B20 Fraser.

Kasi Williamson made two announcements:

- A fix for some minor Graduation Planner issues has gone into production: 1) Programs in the “My Choices” list had been vanishing; the business analysts believe that they have isolated and fixed this problem, but please report any additional issues. 2) Courses listed in ECAS as term “other,” or “offered when feasible,” had been appearing in Graduation Planner as “fall, spring, summer.” This was misleading. The text will now say “contact department,” so that students can know how to find out when a particular course might be offered. 3) The adviser information in Graduation Planner now comes from the adviser Web service; this change should be invisible to the student, but the accuracy of information should be improved. 4) Graduation Planner will now use the student's and the adviser's "preferred name," if it is available. 5) For the Duluth campus only, the application for graduation message was modified to account for their additional procedures.

Sue Van Voorhis announced the percentage of grades that were submitted on time:

- At the graduate level, 79.5% of grades were submitted by the deadline; this is 0.4% ahead of last year. As of last week, 89.3% of graduate-level grades were submitted. Financial aid processes will be running shortly, and graduate students whose grades have not been entered will be affected.
- At the undergraduate level, 93.4% of grades were submitted on time. This is an improvement over last year, but we're still at the bottom of the Big Ten. Currently, 98.4% of undergraduate-level grades have been submitted. This affects various reports, which will be incorrect. Frank Blalark will be contacting instructors whose undergraduate-level grades were late.
- It is not yet known how many blank grades there are. This will be looked at, as well.

Laurie Pape Hadley gave an update on the last date of participation fields that were added to the online grades system. The data for the last date of participation is being stored; if anyone needs this data to research student petitions, you can find it in the course grade roster, or in the student's PeopleSoft record at: Home>Records and Enrollment>Enroll Students>Enrollment (tab Student Enroll 2 - view all). This addition of the last date of participation fields has helped financial aid staff immensely; they are now 2-3 weeks ahead of where they would be if they had to contact each instructor individually. Anyone who has questions about the last date of participation fields should contact the student records training team at srhelp@umn.edu or 612-625-2803.

**No changes to the December minutes.**

**OIT update**

Steve Carnes introduced his colleagues to give an update about the re-organization of various units in OIT.

Andy Hill gave an update on behalf of Doug O'Sullivan, who was ill. In the handout, the group Operations Infrastructure and Architecture (OIA) includes the former CCO. The hardware structure was re-organized to meet the needs of supporting EFS, which is as big as the campus solutions and HR components of PeopleSoft, combined. From an Administrative Applications and Services (AAS) standpoint, re-organization has helped. OIA staff have worked with developers to help make adjustments to the registration system, and to make sure that performance testing environments are set up correctly.

AAS is the former Enterprise Application Development unit (EAD). AAS includes PeopleSoft developers and Web developers. Andy is the senior manager for constituent services and the interim senior manager for student systems. Britney Lloyd is the senior manager for research and the interim senior manager for HR systems. The org chart shows that there are three senior manager positions open. Those should be filled in the next couple of months, as they are critical positions and not part of the University's hiring pause. Staff who worked with IMS are now reporting to Andy in systems analyst roles. ASR-IT has taken on some of the help-desk functions that IMS staff used to do. AAS now has senior managers based on product lines. For student systems, Grant Clavelle in ASR-IT is first line of contact for collegiate contacts; Grant meets with Andy weekly.

Simin Hickman gave an update on the units for which she is responsible, including Field Administration Support Technologies (FAST) and student computing facilities/IT genius centers. She called attention to the circle graphic on the handout as a good reference for how OIT is set up today. Simin also highlighted new services across campus known as "tech stops." The first tech stop opened in Centennial Hall last semester and is modeled after the Apple "genius bar." Students can come in and be assisted with common good software, plus issues with their own hardware. At the beginning of spring semester, a new tech stop will open in Coffman, in the former STA Travel office. It will incorporate a lot of the services that OIT provides. Its main emphasis will be on supporting students, but it will also offer support to staff and faculty. Simin also oversees the group that is responsible for all computer facilities on campus. They also provide support for colleges who contract them to run their computer labs. They support about 30 facilities on campus, and they are looking at how they can reorganize spaces to best meet students' needs. They are looking at new types of learning spaces and working with OCM; the traditional computer lab setting will likely become more of a collaborative learning environment in the long term. An additional new service is enterprise printing. All computer facilities are set up with Pharaos, which works with the U Card and Gopher Gold. These machines print when the students pay, so paper and resources are saved.

Linda Jorn is the director of the Digital Media Center. She discussed the mission of the DMC, which is to help faculty, staff, and students with the thoughtful application of technology in their day-to-day work. The offer a suite of services, which include exploring emerging technologies and publishing white papers; development programs for and consultation with faculty; and online and in-person training services for faculty, staff, and students. They also offer usability services, with a usability testing center in Walter Library. The DMC also provides evaluation and research services, utilizing qualitative and quantitative research methods. Recently, they worked with Steve Fitzgerald on evaluating the active learning classrooms; Berkeley and other institutions have visited to look at the spaces. You can contact ljorn@umn.edu or dmc@umn.edu if you have questions about the DMC.

David Johnson is the director of the JAVA and Web services group (JAWS). He explained that, in the re-organization, his group has changed from being primarily a programming and development shop to also taking on end-user support of the applications. JAWS now also includes the specialized computer group and the NTS service center.

David recounted that the MyU portal application had 5000 unique individuals using it on each day of the break. When school starts, that number should be 25,000 unique students each day, with an equal number each day using Vista to access course materials. Each semester, 55,000 unique students will have some electronic course information in Vista, and 18-19,000 will have some course information in Moodle. NetFiles and UMConnect may also support class work; the portal brings together all of this course information into one location.

Clare Strand asked about the uni-print option (enterprise printing); she remembers some problems last semester that resulted in major systems issues. Simin said that a U Card-related issue caused this problem, and it has been fixed; also, new systems are in place for monitoring, and they have upgraded the system to a new version.

**Behavior consultation team, Glenn Hirsch**

Glenn Hirsch is interim director of University Counseling and Consulting Services and a member of the behavioral consultation team (BCT). This team was an outgrowth of a number of campus violence incidents around the country; after Virginia Tech, there was a lot of investigation about how these events could be prevented. It became apparent that the Virginia Tech shooter had raised a lot of red flags, but no one had been tracking them. One recommendation that came out of various commissions was for campuses to develop teams that would find ways to intervene when needed. The University of Minnesota's BCT is facilitated through the Office for Student Conduct and Academic Integrity (OSCAI); however, this is not a disciplinary process. Individuals who feel that they should report individuals should not be concerned that they are getting the student in trouble.

Glenn's goals were to discuss who makes up the BCT and how they work, to clear up common misconceptions, and to talk about how the BCT can be contacted.

The core group of the BCT is mostly made up of mental health professionals. There is also a larger group of people from various colleges; this group is called in when there are bigger issues.

The BCT tries to be as efficient as possible. They have a central phone number: 612-626-3030. That phone number should be answered by a person during business hours of 8am-4:30pm (except for possible staff breaks, but those calls should be returned quickly). Calls received after business hours will be returned the next day. If you feel there is an immediate threat, you should call the UMPD or dial 911.

You should call the BCT whenever you have concerns that a student's behavior may involve some degree of risk. The BCT is most often concerned when a student's behavior involves some risk of harm to others; however, if you are in doubt, you can still call the BCT. They will help to refer you to the appropriate resource.

Glenn clarified that the BCT is not a “SWAT” team; rather, they are a consultative group. If you call, you will be talked through a standard intake form. If the BCT feels there is an imminent threat, they will encourage you to call the police right away. However, that is very rarely the case. After the report is taken, the BCT will send out an e-mail to the larger team, to see if there are any other reports across campus. The BCT also works within the core group. In a fair number of situations, they can coach the caller on how to talk with the student, or how to get the student over to the appropriate resources in Eddy or Boynton. They may also bring in relevant parties from the larger group. UMPD and General Counsel are also in the larger team, so they can help come together when necessary and make a plan on how to move forward. The plan usually involves having some direct contact with the student; there is a better chance of assessing risk if they have an opportunity to meet directly with the student. Usually, the outcome is that the BCT develops a plan with the student. If the student is not willing to participate, they can move forward with a disciplinary process. But usually, the BCT addresses situations in a positive way.

Students sometimes know and sometimes do not know that they are the focus of a BCT investigation. It is not a secret, but it is not always necessary to notify them.

Typical BCT scenarios involve a student who has demonstrated a strong amount of anger toward a faculty member. Most of the time, there isn’t a direct threat, but it is still okay to call. Also, there may be situations involving odd behavior. A recent incident involved a student who reported hearing another student making general threats, and this caused concern. The initial student went to a faculty member, and the faculty member reported the issue to the BCT. Another typical scenario can involve students expressing content in written assignments or e-mails that is concerning. These very rarely involve direct threats—they may contain bizarre language, or very vague ideas of “something bad will happen if…” The BCT has rarely dealt with a situation where they felt that there was imminent threat, where someone would be likely to come to campus to hurt people. It is very rare that there is a student who has clear intent to harm. However, it is helpful to intervene in situations where students are behaving inappropriately—these usually end up in recommendations for some counseling or academic support. Students often feel very detached for various reasons. Intervention can help them to become more effective in interactions.

Glenn stated that his original concern was that the BCT would be “targeting” students. Instead, he has found that the process has led to a positive outcome for many students. Students may be able to manage their behavior and work toward their degrees.

Glenn again encouraged people to call BCT, or to have a supervisor call, if you have concerns. They would much rather you call than not call.

A handout with advice for dealing with student situations will be distributed with the meeting minutes.

Laurie Gardner asked if there is a communications plan to get this information out to faculty. Glenn responded that they are in need of a communications plan and a Web site; that is their first priority. They have sent an e-mail to faculty from Gerry Rinehart, and made presentations at the Council of Undergraduate Education (CUE).

**Classroom scheduling for fall 2009, Sarah Kussow and Anya Norton**

Anya Norton and Sarah Kussow reported on challenges with scheduling courses for fall 2009.

Currently, the largest number of students is in class on Tuesday at 10:20am (about 18,000 students). The largest number of classrooms is in use on Thursdays at 2:30pm (262 classrooms).

In fall 2009, the number of available classrooms will go from 268 to 252; this is a gap that needs to be addressed. As we get close to using the full capacity of 252 rooms, the “fit” of the classroom to the number of students in the class no longer works.

The Office of Classroom Management (OCM) is looking at the most popular meeting patterns in general purpose classrooms, and pushing for consistent use of standard class times, in order to help resolve the scheduling challenges.

The most popular meeting time for a course is Tuesday/Thursday at 11:15am. However, there are around 400 meeting patterns in the schedule currently—so there is a “long tail” of meeting patterns where only one course meets. This causes problems; OCM is attempting to get departments to adhere to standard class times so that students have the option to get into the courses they need, with adequate passing time between classes. Non-standard course times create an access problem for students who want to graduate in four years. Larger sections meet pretty consistently during standard times. It is the smaller classes that present the problem.

Anya and Sarah reviewed the background of scheduling issues on the Twin Cities campus. Since the transition from quarters to semesters, the number of course sections has increased from 10,200 to 17,000. During this time, the classroom inventory has gone from 340 to 290 rooms.

When the Science Classroom building is demolished, and with the loss of 1701 University, OCM will be losing even more central classroom space.

The Science Classroom holds 6 classrooms, with a loss of 997 seats per semester. 1701 University holds 10 classrooms, with a loss of 663 seats. This is a loss of 10% net seats.

Sue Van Voorhis noted that it was anticipated that the number of course sections would go down when we transitioned to semesters.

Sarah and Anya explained that, based on current inventory and increasing sections, OCM will not be able to place all classes for fall 2009 unless some action is taken. They are working closely with department schedulers, deans, and department chairs, letting them know that this issue will need attention, and that even though OCM has been able to place all nonstandard courses in the past, they will no longer be able to do so.

There are several problem indicators, and there is currently a collaborative effort to fix them:

- Enrollment projections for courses are frequently way too high. Departments have been projecting enrollment was 23% higher than actual enrollment. This causes OCM to schedule a larger room than is actually needed. For fall 2009, OCM adjusted departments' enrollment projections, based on enrollment for past terms.
- There is an overuse of peak times. There needs to be an effort to ask students to take classes across the week, and departments need to spread out courses. There are classrooms that sit vacant on Monday and Friday. There is enough classroom space if courses are spread out across the week; OCM will be letting departments know where courses could be spread over the week to facilitate assignment of a classroom.
- Last semester, about 11% of courses were canceled late in the process. 5% cancellation should be the maximum. Courses should be canceled during ECS Period 1; OCM will be available to assist department schedulers.
- OCM is asking that all courses conform to standard times, not just big courses (this is a University policy). They are sending departments reports of courses that are scheduled at non-standard times. This will help make sure that students will be able to take the courses when they need them. (There is a form available for valid exemptions, though these exemptions can only be scheduled on a space-available basis.) Currently, approximately 8% (or 1400) courses are meeting at nonstandard times.

It wasn't until semester conversion that we noticed there were problems fitting in all courses; OCM began to have "the unplaced list." (There are currently 2 unplaced courses for spring 2009).

OCM has also noticed that department classrooms aren't being utilized fully. Ideally, classrooms are utilized at 71%; OCM data for department classrooms shows that they are currently utilized at 38%. OCM is available to help with advice on how to better utilize department space.

Key dates for fall 2009: The fall 2009 schedule submission deadline was December 12. Currently, departments are reviewing and making changes to the schedule. On January 17, the system is shut down for department schedulers, and OCM will manipulate the data with the goal of being done by April 9, when registration begins.

The question was asked: For courses placed by AHC, are there similar issues? Sarah says that space is always an issue, but AHC is not experiencing any more significant problem than usual.

The question was asked: Can departments schedule 75 minute courses on Monday and Wednesday? Sarah replies that these courses can be scheduled during "C time": 7:45-9:00am or 4:00-5:15pm.

The question was asked: When can scheduling begin for UNITE? Sarah replied that it will be possible to go back into the system on April 8 [correction: this date should be March 13, not April 8].

The question was asked: What is the plan for the Science Classroom building? The Student Services and Science Classroom building will be built; it will not be available for at least a year and a half. The classrooms in the new building will be more like active learning classrooms; the replacement is not one-for-one.

Laurel Carroll asked if some of the issues will be resolved by fall, so students will be able to take classes more effectively? The reply was given that undergraduate courses are currently being fit into standard times.

Someone noted that the large classroom cuts conflict with the current budget cuts. During difficult budget situations, class sizes are often increased. Will there be a replacement of the large classroom spaces? The reply was given that this will not happen in the immediate future. However, the planning group is working on projections, and there are two auditoriums going into the new classroom building.

Bob Quinney noted that the scheduling problems typically haven't involved courses with 200+ students. The issue is that the large rooms may not be located where people want to teach. All large lectures have currently been placed, but people have to go to the West Bank. This is a culture change: instructors will need to change the time of their course, or its location.

Linda Lindholm noted that it is difficult to get students to enroll in 8am courses, and funding depends on enrollment. The advice was given to place required courses at 8am. Or, to open up the 8am section first, then when it fills, open up the next sections. Sue Van Voorhis acknowledged that there is no perfect solution. We are in a crisis with space, and this issue isn't unique to our institution.

Sue also noted that Duke has moved everything back 30 minutes, so that the first course starts at 8:30am.

Laurel Carroll observed that advisers encourage students to take 8am courses. However, faculty may not want to teach early courses.

Sarah Kussow said that even with an 8:30am start time, the Saint Paul campus doesn't utilize this time slot fully.

Someone observed that, though their department has always used standard times, their faculty members have set a policy against moving more classes to 50-minute time slots, 3 days per week. They believe that teaching in three 50-minute class periods doesn't work pedagogically.

Bob Quinney stated that this scheduling issue is a University problem, and we are all partners in solving it. Faculty should also be involved in helping to solve this challenge. If the pedagogy won't fit with University policies, then this should be brought to the University senate by faculty members. Maybe the scheduling grid needs to be revised.

One department representative noted that it is not always possible to project how enrollment is going to go. This could be a problem with four-year graduation rates, if there aren't enough seats offered.

Someone asked if the objection to classes that meet three times per week was common across the country—are these courses often considered “pedagogically impossible”?

Sue Van Voorhis replied that our current schedule is very typical across the country. Those courses that cannot fit into that grid are moved to nonstandard times. We have always been able to make accommodations in the past. Then when something like the current crisis hits, everybody is affected.

**Digital Campus, Bob Rubinyi**

Bob Rubinyi works for Billie Wahlstrom, Vice Provost for Distributed Education and Instructional Technology.

Bob stated that digital education has been in the news recently: e.g., on the January 2 *Star Tribune* front page. Governor Pawlenty has also made the area of digital education one of his priorities. Students in the Minnesota State Colleges and Universities system would be expected to earn 25% of their credits online by 2015. Bob also noted that online learning also increases during times of recession.

The University has defined three main points in its e-education mission: deploying learning technologies, enhancing educational experience of all types of students, and working across the lifespan. As projected enrollments go down with the projected dip in population, the University will be more interested in providing opportunities for adults who want to retool through professional degree programs and continuing education opportunities.

The Office of Distributed Education and Instructional Technology’s efforts include: the learning commons, the digital campus, and the learning platform.

The learning platform is a strategy to integrate academic systems together. MyU is the center of this platform—a single place where students can go to find their class list and all of their learning resources, including Vista, Moodle, and links to course Web sites entered by faculty members. Faculty members get the same central access. The system is personalized and customized; it uses PeopleSoft data to show a different view to different types of students. They have worked with ASR to create the new “One Stop quick view.” They are trying to work as one University system to integrate One Stop data and maintain the idea to have a unified system. The library page, for example, shows students a specialized librarian and resources based on their student status.

The Digital Campus is a gateway to all of the University’s digital and distributed educational offerings. It includes listings of all online courses. It also includes noncredit face-to-face offerings, from CCE and extension. People don’t necessarily think of noncredit face-to-face offerings with “digital campus,” and so they will be working on ways to make this more clear.

Why is a site like the Digital Campus needed? The University has highly distributed online noncredit offerings. There are about 18-20 online-only programs at the University, plus degree completion programs. However, there was no central site that linked to all of these programs. The University also hasn't had a systematic approach to handling online students, and the ways that they should find courses, register, pay, and get access.

What is the vision of the Digital Campus? To: "Discover the University from anywhere." The University really can come to you. There is a catalog to show online offerings; however, all colleges aren't classifying courses the same way. The term "Internet-delivered" should be applied to online-only courses.

The Digital Campus student support center does information referral—not advising regarding distance offerings. If individuals call, they are referred to the appropriate departments or advisers. The Digital Campus group is currently looking at business plans to better market programs.

Major components of the Digital Campus site (http://digitalcampus.umn.edu) include: information on 18 or so degree programs; 2 degree completion programs; link to online course search, though students would like to see what is offered in the current semester, and the Digital Campus group will want to brainstorm with ASR to provide an easier path for students. There is also some information on online K-12 courses (PSEO from the Morris campus); transfer curriculum information; and online personal enrichment programs. Additional listings for UNITE will be added shortly.

Some components of the digital campus effort are up and running, including the Digital Campus Web site, the searchable catalogs, the learning platform and non-credit view of MyU, and digital pipelines to video content (like iTunes U, YouTube, etc.). Some components are still in the future, including persistent/lifetime ID, non-credit registration system, constituent relationship management system (CRM), and enhanced learning management tools.

The Office of the Vice Provost for Distributed Education and Instructional Technology is interested in working with faculty to help them find existing course content that may be re-purposed into online content.

Barriers to ongoing efforts include the consistent coding of online courses, as well as the development of infrastructure systems and marketing plans.

The third e-education initiative is the Minnesota Learning Commons, a common point of entry to online education for grades K-20. This is a partnership with MnSCU, in collaboration with K-12 schools. It includes online courses, programs, and resources, including searchable learning object databases. There will be group licensing of products and content. The initial soft launch of the site will be within the next month or two.

This is only the beginning of digital initiatives. There are many exciting developments, and it will take collaborative work to make it successful.

The question was asked: is the governor aware of our other distance education programs, which have existed for years?

Bob Rubinyi replied that when President Bruininks sent the recent news release, he noted the University’s 100 years of distance learning, from correspondence courses, to other media, satellite, and ITV. This is not a new initiative, and they are trying to work with University Relations to get the word out.

Teresa Fruen asked about what is involved in the information and referral center. Bob replied that they currently take calls 4 hours a day, and they are planning to expand to 8 hours. They can take calls and respond to e-mail, and they have a live online chat. They have not been deluged with calls; most questions are related to referrals to online degree programs or degree completion programs, or questions about costs. Financial questions go to One Stop; advising questions go to specific programs.

**ASR-IT project update, Jody Seiler-Peterson**

Jody Seiler-Peterson updated the group on several new and in-progress projects (a complete listing is attached to the minutes).

New projects include:

- Address verification implementation; this project has been on and off for several years. It is on again now, and the emphasis will be on batch processing of clean-ups for current addresses. The scope of the project will be developed over next couple of months.
- Award letter notification changes; the team will be reviewing business requirements for sending award letter notifications, via paper letters, to new freshmen.

In-progress projects include:

- Education abroad project: Student financials staff have reviewed functional design for the application fee posting process with OIT staff. They have found a simpler solution will meet everyone’s needs and fulfill security requirements. OIT is working on technical designs. The project team is working on test plans and security and reporting requirements. Go-live is projected for summer 2009.
- Rochester campus set-up: in December, the team worked with University Catalogs to set up a Rochester view. The view for fall 2009 is available now. In January, the team will begin focusing on admissions and registration processes.
- Student account re-write: the team is working with the OIT project management office and AAS to finalize the business case. They are also gathering cost information and working on the RFP for the vendor product; the contract has been in place five years, so it is time for review.
- EFS clean-up: There is an ongoing effort to review EFS-related issues.

Requested projects include:

- Refusable and refundable fee changes. Optional fees have been eliminated effective fall 2009, and a request has been made to eliminate these items from the Web registration system. This will be in place for fall 2009 registration.

Next in-line projects include:

- Re-design banner on student Web applications: This project is on hold until University Relations finalizes the new standards they are recommending for Web design. Work should begin in the second part of 2009.
- Student Engagement Planner: the team has defined business case for start of new phases. They are working with the OIT project management office to discuss when and how to launch work on those new phases.
- CRM: The project team is prepared to proceed with a consulting firm to gather requirements. The project must receive approval from the Regents, and it is on the docket for February.
- Scholarship Search and Management Project online application: the team has completed the requirements for the online application. They are holding a meeting for the large group of stakeholders on Wednesday, January 7. Contact Santiago Fernandez-Gimenez at ferna010@umn.edu for more information about this meeting.

Grant Clavelle then gave an overview of ASR-IT, what the various units do, and how the current situation of limited resources is affecting ASR-IT and our constituents.

ASR supports PeopleSoft and student records-related applications, including those related to student finance, DARS, applications that support colleges and departments, Graduation Planner, midterm alerts, University policy, UM Reports. Overall, ASR-IT supports more than 100 systems and/or processes.

ASR-IT support includes submitting requests for critical issues, diagnosing and resolving bugs, testing new releases, requesting compliance changes, and defining enhancements. All of this work demonstrates leadership among peer institutions and consciously supports the University's strategic initiatives. With virtually every request ASR submits, they investigate how the project improves graduation rates or makes administrative units more efficient.

Resources have been decreasing over the last few years. In May 2007, there were 24 developers from OIT that worked on ASR projects—12 Web and 12 PeopleSoft. Business Analysts in ASR worked with OIT to complete several projects during this time.

When EFS came online, ASR voluntarily gave up resources to support the University's goals of successfully implementing EFS. OIT has also made alignment changes. In August 2008, ASR had access to 8 developers devoted to student systems. This made it difficult to make progress because of a large backlog, but it was still somewhat workable. However, the actual data from quarter 1 show that ASR had access to 2.95 in OIT PeopleSoft developers and less than 1 Web developer. The development resources needed to produce new systems do not exist right now. We have produced documentation to show how the University is affected by this. Sue Van

Voorhis and Vice Provost Bob McMaster have approached Provost Tom Sullivan and others to see how we can address this. With the budget crunch, the problem is compounded further.

Grant showed an Excel spreadsheet with about thirty items listed, and the projected impact of not completing the projects (spreadsheet is attached to minutes).

Grant stated that ASR continues to work with OIT; Andy Hill is the main conduit, and he is trying to utilize our resources in the best way possible. Some developers are coming back from EFS, and there may be opportunity to hire some additional developers. The net effect of the current situation is that some work will not get done. Most critical issues that are being addressed are compliance issues—once those are worked on, there are no resources for other projects.

Sue Van Voorhis clarified what is meant by “compliance” in this situation. When it comes to the Rochester campus, for example, the University chose to create the campus, so that is not considered a compliance issue. Federal regulations are considered to be compliance. Other examples of issues that are not considered to be compliance issues include the University Honors Program and the revised liberal education curriculum. Senate policies are not being counted as compliance issues; this is a change from the past.

Grant added that ASR is trying to get those projects that are related to University policies to the top of the list for the resources that remain after compliance issues are addressed.

The best way RAC members can help is to be informed in your department and college and review the handout which shows the effect of not doing some of the work in the backlog. Over the years, ASR has produced a lot of systems; it is painful to not be able to do the same now. The University is falling back in terms of being a leader in this area, and Grant and Sue are trying to remedy that.

**UM Reports support, Gary Andersen**

Gary Andersen announced that the student records training team will handle some elements of UM Reports support. Users should continue to call 1-HELP for support issues related to UM Reports, but some of those calls, mostly those that revolve around PeopleSoft issues, will be escalated to the training team. This does not involve a change in process for UM Reports users.

Genny Rosing asked who should be contacted about table load issues. Gary answered that users should call 1-HELP. Don’t e-mail the UM Reports analysts directly; call 1-HELP instead. Users can still utilize the reports@umn.edu e-mail address; that now goes to 1-HELP.

**Subplans for student athletes, Tracy Fischer**

Tracy Fischer reminded the group that, when student athletes come to advising appointments with the graduation plans, advisers should note a student’s potential major on the plan if the adviser approves of that proposed major. This would apply to students who are undecided or who plan to change their majors. OTR will enter these potential majors as subplans in the student record. During fall semester, OTR did not receive many plans that had the potential major noted.

**Office of Student Finance (OSF) update, Kris Wright**

Kris Wright informed the group that the higher education bill was passed last fall; it was 500 pages long. Students will see some changes: notably, the SELF loans will not be packaged with a student's financial aid, but PLUS loans will. If a student's parent does not qualify for a PLUS loan, or the student cannot find a creditworthy co-signor, they may find that they do not have any more options to finance their education.

It is important to note that if a student registers after the census date, they cannot receive a PELL grant; this can negatively affect students who register late. If it's a Wisconsin student, then financial aid won't be available for them at all. Founders-eligible students are helped through University funds.

How are these economic times affecting student finance? The University does not have any more financial aid money to offer. The University is talking about cutting some of the Founders funds, or perhaps offering them in a changed package. If a student is a freshman or sophomore and they cannot qualify to get a PLUS or SELF loan, there is little OSF can do. OSF will in one way or another be counseling a student out, or presenting them with a list of what they can or cannot do. Wisconsin students who are PELL grant recipients still need to be able to come up with $15,000 a year; a car can cost a student another $6000 per year to maintain.

This makes four-year graduation is very important. OSF is seeing more students with high amounts of debt after 2 years. On the positive side, some aid has been re-directed for juniors and seniors who we believe can graduate in 4 years. A change in circumstances that may not qualify them for "special circumstances" funds may qualify them for this money. Advisers should send students to One Stop; if students do not feel like they have received the help they need, they can be directed to call Mary Koskan or Kris Wright. Kris does not expect the situation to get better in the next 3 years.

Someone asked when the census date is. Kris answered that it is 2 weeks into the term (Monday, February 2, 2009). Sue Van Voorhis reminded the group that students who register after the first day of class also acquire late registration fees , which could be an extra $100 to pay.

Kris Wright noted that there is work to do with housing and some other groups—some students are able to fall through the cracks, and continue to accrue charges even though they are not enrolled.

Mary Ellen Shaw noted that some students have financial holds on their record, even though the amount they owe is not that high. Kris stated that we cannot alter the policy that prevents students from registering if they owe the University money.

If a student is experiencing financial difficulties, it is better that they talk to One Stop earlier rather than later. One Stop has a set number of answers that they are able to give to students' inquiries—96% or 98% of the of the time, that's all they can do. If the student cannot find loan dollars, there is not much that can be done.

Sue Van Voorhis reminded the group about the student emergency loan fund. This is for small, short-term loans. They will lend money against future financial aid.

Kris noted that this is a very different situation than in 2001, when students could borrow enough in their own names to get through.

One Stop does want to talk to students who are having trouble.

The question was asked: has there been an increase in the number of students whose degrees won't be posted because they owe money? Sue replied that no, they have not seen those numbers increase. The biggest problem in that area is seniors who request transcripts, and then do not pay their student account.

Kris expects that they will see a problem with students who have completed degree requirements but don't want to graduate. She reminded the group that various types of financial aid do expire, but students are having much more difficulty finding jobs, so they may want to remain in school.

**SCEP update, Tina Falkner**

Tina Falkner shared RAC's feedback on policies with the SCEP subcommittee; most of the recommendations were incorporated, and the input was appreciated. The subcommittee also received feedback from CUE. Tina has asked that the group have the opportunity to review the policies in their final format, and she will keep advocating for that; however, there is no guarantee that this will happen. A contingent of the subcommittee has presented the policies to the Policy Advisory Committee (PAC), and they received some feedback. The next step is for the policies to go to the President's Policy Committee (PPC), a group of high-level individuals. That meeting is next week. After the PPC, the policies will go to the University Senate for approval.

In addition, a subcommittee of the Student Support Advisory Committee (SSAC) will meet to start talking about policy issues that came up in last several meetings.

In RAC, we will have a "policy of the month," sent out in advance, to discuss at each meeting. We want to continue considering procedural and interpretational drift with these policies.

**Alert and iSTEP update, Tina Falkner**

Per Grant Clavelle's update earlier in the meeting, development resources are limited at the moment. However, there are now 80 pages of requirements for the revised early notification system, which contain 28 process diagrams. Travis Trautman and Tina are getting ready to package the information for the OIT work plan. They have proposed the mid-term alerts plan to Steve Cisneros in the Bridge Program, and he has indicated he would like to participate in the central system. They have also put the question out to MLK program. Travis and Tina will be meeting with the coordinate campuses to make sure their needs are being met, as well. So far, all of the University (except for the MacNamara Academic Center for Student Athletes) has agreed to participate in the central system. Tina and Travis have also proposed a behavioral notification component, though the BCT has not yet confirmed their interest.

iSTEP is on hold because of the proposed CRM system. The team recently reviewed a vendor program called "Adviser-Trac." They thought it did not seem like it would meet our advisers' needs. Colin deLong from CLA showed a new application that CLA has developed and rolled out. Tina thought it was exciting, and Andy Howe and Tina are looking at ways to make it available to University community.

**Liberal Education update, Laurel Carroll**

Laurel Carroll made three updates:

1. Regarding study abroad and the global perspectives theme: As a part of the new curriculum, it was decided that, beginning in fall 2010, students who do a study abroad experience of at least 3 credits that lasts at least 3 weeks will automatically fulfill the global perspectives theme. Laurel is working with Jodi Malmgren, Margo Mueller, Maggie Gardner, and others, to identify all courses that are study abroad experiences eligible to fulfill this requirement. They will probably contact colleges to get the course numbers, so that students will not have to petition to have the requirement fulfilled in their student record. Laurel noted that the requirement is only fulfilled by study "abroad" experiences—off-campus learning experiences in the United States will not fulfill the requirement.
2. Regarding freshman seminars: try to propose freshman seminars as soon as possible. The council's schedule to review proposals will be tight. Though the council has been saying that all courses must meet the new liberal education criteria, freshman seminars are an exception; freshman seminars can meet the old requirements if they are to be offered before fall 2010. However, it is strongly recommending that departments look at new requirements. The council will gladly review freshman seminars that will meet the new technology and society theme. New freshmen in fall 2009 will automatically fall under the old requirements; however, they can switch over to the new requirements in March 2010.
3. Please see the FAQ handout (attached to minutes). Professor Leslie Schiff created this FAQ for faculty members who want to submit courses for consideration; the handout includes some things that might be useful for advisers. This may provide information that can be used to talk to students about what courses will count, and why things are

changing. Laurel also recommends looking at the Howe report, which was the initial University report on liberal education. A link to that report is on the Council on Liberal Education's Web site: http://www1.umn.edu/usenate/committees/cle.html

Kasi Williamson added that she will be sending out a "liberal education toolkit" for advisers before the beginning of March. This will contain materials that advisers can use to talk to students about the transition, and why liberal education matters.

**Budget update, Sue Van Voorhis**

Sue Van Voorhis gave a brief update on the budget.