

RAC

August 3, 2009

Present: JoAnn Ash, Suzanne Bardouche, Frank Blalark, Sheryl Bolstad, Amy Brewster, Debra Busarich, Laurel Carroll, Carla Claussen, Grant Clavelle, Carolee Cohen, Pam Cook, William Dana, Dan Delaney, Molly Diethelm, Julie Ann Edin, Tracy Fischer, Jennifer Franko, Teresa Fruen, Mike Galegher, Jamie Gearhart, Kit Gordon, Stacey Grimes, Carol Gross, Andy Hill, Emily Holt, Paula Jewell, Jennifer Koontz, Mary Koskan, Sarah Kussow, Anne Lawrence, Stephanie Lawson, Linda Lindholm, Becky Mooney, Ingrid Nuttall, Matt Nuttall, Celeste Pape, Heather Peterson, Andrea Raich, Lonna Riedinger, Tony Scott, Jody Seiler-Peterson, Julie Selander, Jennifer Selander, Pat Sherman, Clare Strand, Susan Suchy, Nathan Tesch, Danielle Tisinger, Donna Weispfenning, Kasi Williamson, Peter Woxland, Kris Wright

Announcements: Jennifer Koontz made an announcement to the group on behalf of Standing Committee on Student Policies and Communication (a part of the Student Support Advisory Committee) regarding an upcoming discussion at RAC in the fall. For the past several months, representatives from all the undergraduate colleges have been participating in a discussion of a variety of policies, their interpretation by the colleges, and both intended and unintended consequences for colleges and students. The discussion has focused on proposing language that is meant to enforce or reinforce current policies and practices, supporting both students and staff. Future discussions at RAC and when proposed language is forwarded to SCEP will clarify when the suggested change is to actual policy language or procedures. The majority of this conversation has been about issues with the probation/suspension policy. The group has been looking for consistencies and inconsistencies and recommending language changes (that would eventually be brought to SCEP for discussion and approval), where appropriate, to accommodate differences. Some of the specific points the group has discussed are: allowing students returning from suspension to apply to a different college from the suspending college; having CAPE or the transition center get involved when appropriate; adding some language to the policy to the effect of, "students on probation should not take more than 15 credits. Colleges can recommend fewer or greater credit loads." Also, if this advice is ignored, that can be taken into consideration by the college; adding language that stipulates that students must take academic courses, though this is hard to clarify; finally, the group is proposing to add language that outlines the use of summer enrollment. Specifically, that students who are suspension eligible only be allowed to take summer classes if it's mathematically possible for them to have a positive impact on the suspension decision (this has been in place for several years, but there is currently no policy language to back up this process). Jennifer reiterated that there will be a more detailed discussion of the sub-committee's work at the September – or later – RAC meeting. The committee is still very much in the process of discussing these issues, and welcomes feedback.

Kasi Williamson announced that the grades and transcripts section of the One Stop Web site is getting a facelift. This will be live in by the end of August.

Kasi Williamson announced that the fall 2010 liberal education guidelines will be available on the One Stop Web site before the beginning of fall semester. An e-mail communication will be sent to the RAC listserv when this is going live.

Sue Van Voorhis noted that she and Kasi Williamson will give a guest lecture and discussion sections of PSTL 1086 for student-athletes, covering the athlete academic advising process and how to use Graduation Planner. Sue will be soliciting advisers to come and assist in this course, so please let her know if you would like to participate (vanvo002@umn.edu). The lecture will take place late September, early October.

Sue Van Voorhis announced that she had received a request from an instructor for Physiology's 3801 course to please have advisers encourage students to register for the class earlier. This course is a precursor for many medical-type courses and several students register late, making it difficult to get correct room size.

Sue Van Voorhis announced that the Rochester campus is busy going through orientation. Nate Tesch noted that they have had 100 percent attendance at 3 orientation dates. 57 students are ready to begin their classes at Rochester in the fall.

Mary Koskan reminded the group that for this fall there have been some changes made to the registration process. There are no optional fees of MPIRG and CFACT. Old registration forms should be discarded.

Minutes: There were no changes to the May 2009 minutes.

Text messages and data requests: Susan McKinney from Records and Information Management shared with the group that an updated records retention schedule is now available on the office's Web site <http://www.ogc1.umn.edu/stellent/groups/public/documents/webasset/da_031145.pdf>. A lot more information is available and some of the retention schedules have been bumped down.

Susan reminded the group that they always need a written signed permission from any student to do an evaluation of that student. Any time students are asking for a reference, we need to sign something saying we can speak in an evaluative manner about them.

Regarding texting students, Susan reminded the group that private data, such as grades, should not be included in texts. If you are texting students, please delete the messages from your phone. The University has received more requests for information and these are being requested. Guidelines on texting will be available on the Web site as well.

Frank Blalark reminded the group that the Web site can also be accessed through the U Policy Library < http://www.policy.umn.edu/groups/ppd/documents/policy/record_retention.cfm>.

Clare Strand asked if a form is available on the Web site to use for permission of evaluation; there the Office of the General Counsel (OGC) has a form available at www.ogc.umn.edu under

the FAQ < http://www.ogc.umn.edu/faq_info4.html>. However, only a couple of sentences in writing is required.

Amy Brewster asked how long instructors are required to keep course materials. Susan McKinney stated that the policy language says information must be kept until the period of appeal has expired. If the college has a separate appeals process, the materials must be kept until this process has expired. The language in the Senate policy has just been changed to reflect this.

Susan McKinney noted that more staff are receiving requests from students for information, especially regarding admissions processes at the graduate level. She asked the group to make sure the colleges maintain these records as they may be asked to produce them. Susan noted that with blogging, there's a lot more information out there that can be retrieved.

Someone asked if the colleges should be responding to requests or referring them to Records and Information Management; Susan responded that if it's easy for the office receiving the request to respond, please do so. Otherwise, if it's a complicated request or something just doesn't feel right about it, please contact Susan at mckin018@umn.edu.

Maintenance of CEU records: Frank Blalark stated that the process of maintaining CEU records is decentralized. If the course is a non-credit CCE course, it is maintained by Rick Benson in CCE or by relevant departments. Frank has had the experience of colleges informing a student that they have purged the records and then the student is referred to the registrar's office (OTR). In this case, OTR doesn't have the records and neither does CCE. Frank asked the group how long they typically keep CEU records and if these records kept forever or be moved over to the registrar's office. Sue Van Voorhis noted that these records need to be maintained by the colleges forever or moved to OTR.

Susan McKinney noted that Records and Information Management needs to work with CCE and the other colleges on the retention of non-credit courses. Right now, the retention schedule is permanent.

Pam Cook asked if these records could be maintained using ImageNow. Susan McKinney noted that electronic records is not necessarily a permanent solution. Frank Blalark noted that a non-credit system would address these issues.

Sue Van Voorhis stated that a group would be pulled together to have a dialog on this issue.

Project update: Jody Seiler-Peterson provided the group with a project update from ASR's Information Technology Unit (ASR-IT).

Project in-progress

Tuition calculation: The Office of Student Finance (OSF) is almost ready to begin tuition calculation for fall. Tuition and fees should be calculated for all careers in the next couple of weeks.

Rochester campus set-up: Rochester is ready to go for fall. 12 student-facing student applications have been modified to accommodate Rochester students, includes change to the logic for class search. Frank Blalark noted that Twin Cities students will still have to go through the Twin Cities course search to find Rochester courses. The changes also fit within the new University Relations templates. PCAS changes to accommodate Rochester are planned for Quarter 2. Orientation is complete, most students are registered, and financial aid packages have gone out.

Mid-term alerts system enhancements: A new option will be added for instructors to indicate that they are using another method for alerting students and/or that no alerts need to be sent. This is planned to be in place when the mid-term alerts system is opened up for fall 2009.

Education abroad: The new system is scheduled to go live for all 2010 applicants in October, with most students using it between November 2009 and February 2010. The members of the team will be giving demos of the system in late fall and early spring. The team is wrapping up their first pass of testing and is also working on a communication toolkit to be available at the end of August. Plans are also in the works for training and support.

Address verification/cleansing implementation: Student Financials (SF) is working with Human Resources (HR) and the Office of Information Technology (OIT) to complete phase 1 of this project, which is to use a batch process to clean various address types in PeopleSoft (permanent, billing, and current mailing); They are also looking at how to clean up the errors that are unresolved after the batch run. The final part of this phase will determine a regular schedule for running the batch jobs. A future phase will allow addresses to be validated and corrected on entry in self-service (for staff and students) or in the production system when staff enter addresses.

Student Account redesign: Business analysts are working with OIT and the UM Pay vendor (Nelnet) to determine if some improvements in the short term or new improvements can be made to the current student account while waiting for OIT to set up a demo copy of the PeopleSoft Version 9. The requirements have been sorted into three categories: new services; improvements to existing services; and rewrite of existing services. There will be several requests under the "improvements to existing services" category in Quarter 2. These requests include: real time payments, information to students about account activity after their bill went out, prevention of students viewing their student account if they are in collections, a message that students should contact their collector, and automatic tuition calculation when students access their account online so they see the most current tuition information.

Student athlete eligibility reporting: This is a project to develop a database that will remove most if not all paper from the athlete certification process. It will save adviser, college, MacNamara Academic Center staff, and OTR staff time, while ensuring that athletes are on track. We are currently working on wireframes in preparation to designing the user interface. Before we build, we'd like to involve the adviser community. If you're interested in helping review the new process please contact Tracy Fischer (fisch074@umn.edu) or Matt Nuttall (nutta003@umn.edu).

Partnership with Technology Enhanced Learning (TEL): ASR and TEL are working together to improve myU Portal, Digital Campus, ISEEK reporting, and other MnSCU-related initiatives.

Future projects

Pillar upgrade and redesign banners on apps: This project is to implement the new University Relations Web standards for our self-service applications. The Web applications are being tested for proper functionality after the rebuilding of middle-ware layers between Web applications and PeopleSoft at the same time the banners on these applications are being modified. ASR-IT is working with all of the campuses and University Relations to implement these changes. The first application to be updated will be "View Grades" in September. The rest will be done in December, so everything is complete by the end of the calendar year.

Entrance & exit interview project: The current phase of this project is to create the online exit interview process. Students will log in to a Web application using their internet ID. They will be presented with a fully customized, online exit interview, which will include aspects of financial literacy such as debt management and creating budgets. At the end of the interview students must complete a multiple-choice quiz prior to electronically signing off on the interview. The team is currently wrapping up the business requirements. They will submit the request to OIT in August and have this phase done in November, in time for use by students who are graduating in fall 2009.

Constituent Relationship Management (CRM): This project received Regents' approval to proceed with a consulting firm to define strategy and business requirements. A kick-off meeting with sponsors and participating parties will be later in August. Requirements definition should begin in September.

Advising tools: ASR is working with staff in Undergraduate Education and OIT to give everyone the ability to read and write comments into and out of PeopleSoft from other systems.

Scholarship Search & Management (Online application for scholarships): This project is in the fund management & award simulation phase. The team is working on making use of the College of Liberal Art's (CLA) Shared Scholarship Database (SSDB) as an enterprise-wide tool and is currently piloting it with OSF and Admissions scholarship management. There are three components of the application phase: best practices (monthly meetings with campus-wide scholarship administrators to forge these best practices, including how and when to use the scholarship application process and an agreement to have identical scholarship application due dates, regardless of college); reporting (new report will be requested in Quarter 2 that will help administrators sort and review an existing list of applicants and provide a quick link to the Academic Record for each student); and online application/workflow. The team's analysis has showed that a single U-wide scholarship application would not be very useful for student, nor would it satisfy the requirements and business needs of all scholarship-granting units. Therefore, the tool ASR has chosen for this project will allow for customization of applications.

Progress to degree reporting: Sue Van Voorhis provided the group with an abbreviated version of a presentation she gave to the Senate Committee on Educational Policy (SCEP) about students' progress toward degree. ASR pulled actual degree progress data to see where students were in their degree program and shared this in a two hour presentation.

First, Peter Zetterberg looked at students who had graduated since 1999 to find students who had graduated closest to 120 credits. They looked at each student to see how they finished with 120. From that, they then looked at degree progress credits. In APAS, information was pulled from where it says "Courses Used to Meet Degree Requirements" and excluded elective courses not applicable to degree program. They only pulled credits applicable to degree program in order to get the data.

Then, they took a look at the actual number listed in APAS regarding what is required for each of the majors. For example, in the Foundations of Education Early Childhood BS, 169.5 credits is what is needed in APAS. In her presentation, Sue took faculty through the requirements for degree to see if a student who enters this program as a freshman can finish the major requirements in two years, assuming they begin completing the major requirements as a junior. In the data pulled, no transfer students were included. For Early Childhood, there were nine students at 59 percent completion in their third year and eight students at 89 percent complete in their fourth year.

If a student double- and triple-dips whenever possible, this program can be completed in 120.5 credits. If students complete between 13 and 18 credits per term, they can finish up in four years. The faculty at SCEP understood a better picture of the challenges advisers face. In the particular case that was shared with them, a student wanted to switch majors in her sophomore year but could not because she was an athlete and hadn't double-dipped enough. Students need to decide very early what major they want to pursue and if they want to switch majors, this decision would also need to be made in enough time for the student to complete the new major in four years. Some of our sample plans need to be worked on to match what's going on in APAS.

ASR has hired a student worker to go through each individual student pulled for the SCEP presentation and identify common themes regarding what the students did to finish in 120 credits, or what prevented students from finishing in 120. SCEP would like another report in the spring to compare the data of juniors to see how they're doing as seniors. CLA will be adding progress to degree information on their APAS reports so they can actually run this data.

Andrea Raich asked if course availability or other course access issues were being looked at as part of this. Sue Van Voorhis answered that it's hard to tell this piece of information. Perhaps when ASR begins to work more closely with departments this information will be gathered. ASR is trying to capture waitlist information.

Laurel Carroll noted that her office is tracking whether or not courses are offered that have been certified for the new liberal education requirements. In cases where they're not, these courses will be decertified.

Uniform grading policy language (bracketing Fs with Ns): Frank Blalark noted that language was added to the uniform grading policy in April (section f6e) stating that an “F” cannot be bracketed with an “N.” This gets complicated when a student takes a course multiple times. Frank asked the group if anyone had issues with this change; no issues were brought forward. Sue Van Voorhis stated that this change will not be implemented until spring 2010.

Policy of the month: Make-up work for legitimate absences: Frank Blalark reminded the group that this policy generally applies in situations where students have extenuating circumstances that prevent them from completing course work. This policy does not apply to final exams. Frank opened the policy up for discussion:

Suzanne Bardouche noted that she and Bob McMaster are listed as contacts for this policy. Recently, they had a case where a student was on jury duty and brought in verification to their faculty member, asking to make-up work. The faculty member didn't want to allow the student to make up in-class time because there were points associated with the time. The student contacted Suzanne and she worked with the faculty member to allow the student to make-up the work.

Suzanne Bardouche also noted that there is ongoing discussion about H1N1 pandemic planning and whether we need to have links or amendments to this policy to accommodate the potential impact. Information went out to students in spring 2009 saying if you're sick, stay home. However, the exam policy says students have to take final exams. Given the volume of people, Boynton Health Services didn't want to do excuses for everyone. Parents also want to know what to do. How this policy is implemented in the context of H1N1 will need to be an ongoing discussion.

Mary Koskan asked how H1N1 differs from other illnesses in terms of how the University treats missing class or exams due to illness. Suzanne Bardouche replied that usually, everyone doesn't have same illness all at once.

Mary Koskan noted that the One Stop office gets involved several times during the year with make-up work cases, often due to military training. One Stop educates faculty in these cases. There have been a couple instances where students are trying to make-up work because of attendance at an unofficial intercollegiate athletic event.

Frank Blalark asked how this policy is interpreted for Muslim students who have multiple prayer requirements. These students need to work directly with their instructor for accommodations.

Sue Van Voorhis stated there will be an update on H1N1 its impact on this policy in the fall.

Scheduling update: Sarah Kussow provided the group with an update from the Office of Classroom Management's (OCM) scheduling unit. There is good news for fall 2009 classes; there are only 20 courses left unplaced. Unfortunately, all of the unplaced courses are on Tuesday and Thursday and almost all are at 2:30 p.m. OCM is aware that that some undergraduate colleges have been asked to add additional sections for fall and there is space available on MWF. If staff are looking at adding sections, they should contact the scheduling unit. OCM is encouraging colleges to spread courses across week and day; they will be able to

place courses and will have to find space in departmental rooms. Sarah also asked the group to encourage faculty to go out to schedule to make sure they know where they'll be teaching. A lot of faculty will be teaching in a new building than the one they're used to.

Someone asked if you departments will be notified if OCM is planning on using departmental space for a class. Sarah Kussow replied that OCM does not schedule departmental rooms without contacting the department.

U.Select demonstration: Margo Mueller provided the group with a demonstration of U.Select, the Web-based course transfer system formerly known as MnCAS. The name was changed because of the rebranding of DARS to redLantern to better promote their different products: degree audit (U.achieve which is our APAS), course applicability system U.select which was MnCAS, and degree completion planner U.direct (like our Graduation Planner). Shortly after the rebranding to redLantern, Miami University sold redLantern to the same company that owns College Source . The U.select product is a Minnesota statewide effort that the University has done jointly with the MnSCU (Minnesota State Colleges and Universities) and is administered by redLantern.

Anyone can create an account with no charge. Users can search schools and search "school information" links. Searching schools will bring up all schools available in the search and will identify schools that are currently using U.select as being "featured" schools. There are links included to admissions application, financial aid information, and registration information. Users can search programs to see which programs are currently being offered at an institution, and this information is continually updated. Users can search for programs by institution and what they will basically see is an APAS report without any courses in it. If a user searches courses, he or she will see only which courses are offered. Users can also view a school's course catalog.

Users can search equivalencies by school to see if a student takes a course at a certain institution, what is the equivalent (if there is one) at the University. Margo noted that the language reflects both the old and new liberal education language. Old LE language will be out there until the policy has sunset.

Users can also do a search on equivalencies by course. If you want to search by a specific course number, you can do this. If Admissions has written a rule for the course, that rule is used. A copy of all production APAS and Transfer Articulation data is sent to the U.select server every two weeks. Regarding liberal education requirements, transfer courses are being evaluated as needed, of course for those instances where we know the category is going to change. Theme courses under the fall 2010 LE requirements will only be allowed to fulfill one theme requirement. Transfer courses that currently fulfill two themes are being reevaluated and effective fall 2010, they will only fulfill one theme. The first priority was to delete double themes, now Admissions is evaluating courses from transfer institutions for the Technology and Society theme.

Sue Van Voorhis asked for an explanation of the import function. In "My Courses," there's an area where a student can import a course from the institution where they took the course. This

feature is not yet available because it requires both MnSCU and University of Minnesota and OIT resources.

William Dana asked if this system talks with iSEEK. No, it does not.

Someone asked if a student has to be admitted in order to use the system. No, anyone can use it.

Clare Strand noted that a parent called her office and wanted her daughter to take a course that would fulfill a particular U of MN requirement. Clare was able to find which courses at colleges near the student's home were available for the student to take in order to fulfill the requirement.

Andrea Raich asked if there are any benefits to creating an account rather than signing in as a guest. Not anymore; the developers made the guest access more like account owner access.

Financial aid update: Kris Wright provided the group with an update to the changes in financial aid packages for the new year, as well as information about how advisers can continue to support students in this area.

There is new aid available for this year, including Minnesota stimulus funds; a middle-income program; and the Achieve program. The Achieve Scholarship is only available to freshman in their first year, and these students have to carry 15 or more credits each term and have completed a rigorous course of study in high school.

The Founders program has also changed to now cover only tuition and fees.

Cost of attendance will cost students \$22,052. This is a large number for a lot of families and it will be going up 6 or 7 percent next year. The stimulus funds are being used to decrease the tuition burden for students. State support has steadily declined and tuition has had to pick up the financial burden. The state provides less than 50 percent of the funding.

Kris Wright shared a graph which showed what type of aid our students receive. Gift aid is the lowest and loans are the greatest type of aid given. This year, much more University aid is going to Minnesota middle income groups. Kris reminded the group that students lose all of funds available to them if they don't graduate in four years. She reminded the group that students need to fill out the FAFSA and that if they're having any difficulty, they should go to One Stop. OSF packages aid to meet full financial need. Doesn't mean they only borrow in their own name. In their freshman year, students can only borrow \$5,500. Some new tax credits are available. Pell has increased but at the University, Pell only pays about $\frac{1}{4}$ of the cost of attendance. For the middle income scholarship, if it is adjusted for gross income its less than \$100. The stimulus money is \$420 per Minnesota resident student.

OSF is starting to see effects of economy; there is an increase in special circumstances as people are experiencing job loss. A parent or student must be out of work for 8 weeks before aid can be adjusted. Kris Wright reminded the group that if students are talking to advisers about their financial aid concerns, they need to go see One Stop. If a student has been to One Stop and would like further assistance, they can contact Mary Koskan, Kris Wright, or Julie Selander

directly. Kris noted that if the student is from Wisconsin and is considered a non-resident, there is not much we can do for them. A little more can be done for residents.

Andrea Raich stated that a student has emailed her declining admissions because she didn't get enough aid to cover her costs. Kris Wright stated OSF always packages up to the cost of attendance, and part of that is parent loan or self loan. It's possible the student didn't have a credit-worthy co-signer. Mary Koskan stated that in One Stop staff they are escalating issues like this and putting them through a documented review process and then contacting the colleges. Mary asked the group to send her the names of the college contacts that should be alerted in cases like this.

Kris Wright noted there is also a lot more competition for student jobs. Students used to be able to work less than 10 hours a week per year and pay for school and now need to work more than 30. Sue Van Voorhis noted that this doesn't even cover room and board.

Regarding the financial aid packages for this year, things are good for students. Kris reminded the group that freshman won't get the Achieve scholarship next year and the Minnesota stimulus money is only there for the next two years and is only available for Minnesota residents.

Kris stressed the importance of four year graduation not only because of the increasing cost of college, but also because students' academic and employment experiences are improved. A four year education is more intense and makes students better prepared for graduate school. Of course, students who don't graduate pay more for their education. Their earnings decrease and they're more likely to borrow money.

Kris reminded the group that late registration can be financially devastating for students. Students should still be urged to file a FAFSA even if their parents have indicated they can't or won't support them. Students should be encouraged to make use of federal loans before private bank loans.

Julie Selander noted there's a medium point as well. One Stop can provide budgeting assistance, for example, rather than just trying to help the student take more money. Kris Wright noted that if a student owes more than \$3000, there's not much we can do to help.

Someone asked if it was true that it is more affordable to go to a private college than the University. Kris Wright stated that private schools are terrified about declining college enrollments as well as the economy. Many of them put more money into need-based aid. Sue Van Voorhis noted that in these colleges, a student may receive a great financial aid package for their freshman year, but in subsequent years, the package becomes less appealing. The University reserves merit-based aid for very few extremely academically competitive students.

Sheryl Bolstad asked how soon after a student graduates does he or she have to start paying loans back. For most loans, it's six months. Julie Selander noted that once a student is out for six months or is enrolled less than half time for six months, they must begin repayment. They may be able to get a deferment (for being back to school at least half-time, for being unemployed, etc.) and they may be eligible for future financial aid.

Questions about these issues as they pertain to graduate students should be directed to Rockne Bergman at r-berg@umn.edu.

William Dana asked if there's anything we can do to get ready now for two years from now when the stimulus money goes away. Kris Wright stated that she is giving Vice Provost Bob McMaster some projections. A lot depends on if Obama's package passes.

Frank Blalark noted that many students will take four credit years to graduate over several calendar years. After nine semesters a student will no longer be eligible for the state grant (these semesters do not need to be consecutive). Julie Selander reminded the group of the advantage to taking more than 13 credits.

Eligible students receive their maximum state grant award if they take 15 credits per term.

Credits or courses in the residency policy: Frank Blalark stated that a question had been raised about a policy that says students have to take a certain number of credits on a campus to get a degree from that campus. There has been some confusion regarding whether it's credits or courses. OTR looks at credits.

Sue Van Voorhis noted that if a student is taking a UMNTC course but it happens to be online, the college can make an exception. The same is true for study abroad courses.

Mike Galegher asked if a student can't get a course required for graduation and they're trying to meet residency requirements, is it possible to give that student an exception to take the course elsewhere. Yes, this is possible. Teresa Fruen noted there's an exception from this policy at the college level.

Petition form update: Mary Koskan reminded the group of an earlier discussion about the petition form and the role of the ASR communications team in reviewing all student forms. A RAC subgroup met to work with Donna Weispenning, Senior Editor for One Stop, on making revisions to this form. Of specific concern was the name of the form and that it didn't accurately reflect what the form is used for. This form is used for a number of things, including policy waivers, extension of sunset policies, dropping or adding a course, one-time-only exceptions, special circumstances exceptions, and liberal education exceptions. Mary talked to Karen Starry about the possibility of the Graduate School using this and though she was open to this, the Graduate School would like to wait until the current changes to the School have passed.

Donna Weispenning provided the group with a draft of the form and asked them to take it back with them and review it with their colleagues. Donna took the group through the main parts of form that changed.

The title has been changed to "Academic Policy Petition."

There are two versions of this form, one for printed versions and one for online versions. There are differences in the instruction.

"Undergraduate and professional programs only" would be eliminated if the graduate school adopts.

The form has been divided into “parts” to make it easier for students to follow.

In the expanded section where students add/cancel classes, the word “drop” has been changed to “cancel.”

On behalf of Andrea Raich, Jamie Gearhart noted that Nursing has developed its own petition and it serves about 95 percent of students’ needs. Mary Koskan stated she would like to include Andrea in future discussions to see if we can all use same form.

Linda Lindholm noted that in the School of Journalism, this form is used but the department becomes final action. This is still acceptable.

It was asked if there is room on the form to include a brief description of the one-time only drop policy. Donna Weispfenning will try and add this to the form.

Pam Cook noted that there’s a petition expiration date. The College of Education and Human Development (CEHD) has a stamp that says “process by due date;” is this acceptable to use as the expiration date? Yes, it is. Some colleges use this field while others do not.

It was asked if critical information in the instructions could also be included as larger text at the bottom of the form. Yes, it can.

Pam Cook noted that in the one-time-drop section, it asks the student to sign and verify that they haven’t taken final exam. She noted that in CEHD, sometimes there is no final exam but there is instead a final project. Can the words “or final project” be added? Yes, this can be added.

Pam Cook stated that CEHD asks that a verification of non-completion form be submitted along with the petition and asked what other colleges do. Jennifer Koontz stated that in CCE has a form to gather this information so they always have it in writing. These forms can still be used.

Mary Koskan concluded by asking the group to go back and share the forms with their colleagues and e-mail suggested changes to her <m-kosk@umn.edu>.

Regents scholarship update: Julie Selander reminded the group that the Regents scholarship policy has changed effective this fall. An e-mail was recently sent to all staff explaining the new policy: first time admitted degree-seeking undergraduate will have 90 percent of their tuition covered; all other Regents participants will have 75 percent covered. One Stop processes the Regents forms and they and Student Financials have been meeting with HR to determine how this change will be implemented.

All staff should discard the old Regents Scholarship forms. The new form has a current revision date on it. Old forms will be accepted for fall semester enrollment but beginning spring, new forms must be used.

Minor changes are being made; a certification section was added. Also, all staff are now required to have two signatures. Although this is currently on the form it is still a point that is being discussed.

Follow up: Julie Selander confirmed with Human Resources that when the supervisor is *also* the department head, it is permissible to have a student/employee have their supervisor sign in *both* the “Responsible administrator/supervisor signature” box and the “Department head or designee’s signature box.”

Someone asked if the change in the Regents Scholarship was a negotiable item being discussed in bargaining unit contracts. Julie Selander stated she did not believe it was.

Fran Van Slyke Zaslofsky stated that she has been having trouble finding information about the American Opportunity Tax credit. Students need to know about this to plan for their payments because they can’t take it at tax time and it requires half-time enrollment. Fran urged that more be done to get this information available.

Changes to Parent/Guest Access: William Dana and Julie Selander informed the group that two new options have been added to Parent/Guest access. There is now a link for housing contract assignment and billing information. The link goes to information on Housing’s Web site for whom to contact to get more information. Staff do have access to the appropriate PeopleSoft screens so they know who has access.

Internships and scholarships for student veterans: Mary Koskan stated that in November 2008, Walmart awarded the University a \$100,000 grant to assist student veterans enrolling at the University. Amelious White and Mary have discussed with key individuals how this money should be spent. First, internship grants will be provided for student veterans for the next year, about 11 during fall, spring, and summer. These internships will be up to \$1800. This initiative includes the coordinate campuses. Second, scholarships will be awarded to student veterans for fall and spring. These scholarships will provide payment of up to \$1000 for full time undergraduate, graduate, and professional students. An article about this initiative will be in the Record and there will be more advertising at the next Veterans Appreciation Event.

One Stop on Twitter and Facebook: Mary Koskan informed the group that One Stop is now on two social networks, Facebook and Twitter. Beginning this fall, the office will begin providing 3-5 updates a week and will not be allowing feedback on updates. These updates will be written in a student voice.