September RAC minutes
September 13, 2010

Attending: Gary Andersen, Bonnie Anderson, Maureen Andrew, JoAnn Ash, Rhonda Bjurlin, Frank Blalark, Rachel Boehme, Sheryl Bolstad, Danielle Bordeleau, Amy Brewster, Earlene Bronson, Lynn Burchett, Laurel Carroll, Pam Cook, Dan Delaney, Kathy Dettman, Molly Diethelm, Karla Eggen, Vicki Field, Tracy Fischer, Marta Fahrenz, Carol Francis, Jennifer Franko, Ann Freeman, Teresa Fruen, Jaime Gearhart, Wayne Gladfelter, Jan Goodno, Kit Gordon, Dan Grafton, Stacey Grimes, Amanda Grimm, Laurie Pape Hadley, Ann Hagen, Connie Hessburg-Odland, Kim Hindbjorgen, Emily Holt, Lisa Hubinger, Holly Johnson, Jill Johnson, Kara Kesteter, Char Klarquist, Nathan Kopka, Margo Mueller, Heather Myers Larson, Stephanie Lawson, Linda Lindholm, Aileen Lively, JoEllen Lundblad, Gayla Marty, Candice McDermott, Emily Mraz, Mary Ellen Nerney, Anya Norton, Ingrid Nuttall, Margie O'Neill, Cathy Parlin, Celeste Pape, Cindy Pavlowski, Heather Peterson, Robin Peterson, Ann Rausch, Roxanne Rawson, Lonna Riedinger, Genny Rosing, Jim Rowan, Cindy Salyers, Pat Sherman, Alison Skoberg, Jody Seiler-Peterson, Chris Schlichting, Mary Ellen Shaw, Judy Soine, Karen Starry, Susan Suchy, Nathan Tesch, Travis Trautman, Nancy Toedt, Georganne Tolaas, Terri Tuzinski, Fran Van Slyke-Zaslofsky, John Vollum, Kathleen Walter, Emily Wood, Peter Woxland, Kris Wright

Corrections to the August minutes: None.

Announcements

Kit Gordon announced that the University Honors Program (UHP) has created a PeopleSoft student group to help them track UHP students if they change majors and colleges. Please continue to add the Honors subplan to facilitate other processes.

Nathan Tesch announced that the University of Minnesota, Rochester, now has a mascot: the Raptors.

Terri Tuzinski conducted a quick poll to assess the usage of the dates and deadlines PDF and the policies and procedures PDF. Many people indicated that they use the PDFs, but do not print them. Similarly, many use the PDF Class Schedule, Course Guide, and Online and Distance Learning schedule, as well as the PDF archives. A few individuals print those PDFs.

Undergraduate agenda items

Project updates, Jody Seiler-Peterson

Jody Seiler-Peterson reported that several items were completed during the past month:

- There is now a link to the bookstore items for each course in the web registration and enrollment summary pages. (This link was already present in the online class schedule.)

- ECAS and eDegree moved into the new Pillar server environment. Remaining applications to move to the new Pillar environment include financial aid applications and the official transcript request.
- The course delivery methods were changed in ECAS, so that it will be possible to identify online courses more easily. Those new categories will appear in the online class search at the end of September.
- All campuses and careers have disbursed financial aid for fall, and are continuing to disburse new aid or adjustments on a regular basis. $191 million dollars in aid has been disbursed on the Twin Cities and Rochester campuses, $7.7 million on the Duluth campus, $6.5 million on the Morris campus, and $4.2 million in Crookston.

The follow projects are in-progress:

- TILA: ASR is working with OIT on functional designs for the new disclosures required by the Truth in Lending Act (TILA).
- Student account enhancements: the team continues to look at ways to combine the student account and billing functions, and to host those in-house.
- Emergency contact information: An online verification of emergency contact information should go live at the end of September, pending the completion of testing. Once it is in production, this new page can be activated at a time determined by the various project sponsors.
- Analysts are continuing to test PeopleTools 8.5.
- Constituent Relationship Management: The project team is working through follow-up questions from the vendor demonstrations, so that they can narrow the field to one option.

How students accept financial aid and view their status, Holly Johnson

Holly Johnson gave an overview of the Web applications students use to view and accept their financial aid. About eight years ago, the University created an online tool that allows students to get up-to-date information about the status of their financial aid at all times, and to accept or decline elements of their aid packages. This allows students to take care of routine financial aid business online, and frees up One Stop staff to work with students on more complex problem-solving.

First, Holly gave an overview of the Financial Aid Status (FA Status) application, which is at the core of a suite of applications. FA status lets students know where they are in the financial aid process; it contains real-time data on the student's application for financial aid, as well as their holds, awards, disbursement, and Satisfactory Academic Progress (SAP) status. At key points in the process, students receive an email with a link to FA Status, where they will be directed to fill out forms or take care of other necessary actions.

FA Status includes six steps:

- Step 1: Students will see the status of their Free Application for Federal Student Aid (FAFSA).
- Step 2: Some students may be required to complete extra requirements. For example, the Office of Student Finance compares the information the student included on the FAFSA with University data; according to federal guidelines, where there are discrepancies, the student may need to submit additional documentation. This process is initiated by the University in March, so that students can complete these additional steps well before aid is awarded.
- Step 3: In this stage, students have completed all additional requirements, but aid has not yet been awarded. This status often reads: "Please check back in mid-July, or "wait, processing in progress."
- Step 4: When students' aid is packaged, they get an email that sends them back to step 4. Step 4 leads to the electronic Financial Aid Award Notice (eFAAN), which allows students to accept their financial aid awards online. The online process is much easier for students and staff, and frees up staff time to deal with more difficult issues. The eFAAN allows students to:
  - view the various types of aid they were awarded
  - view charts with loan terms
  - accept or decline aid, and modify loan amounts
  - fill out and sign promissory notes as they accept loans
  - input additional financial aid from other sources

  Students are prompted to use aid to pay off any outstanding balance from past terms. They also see all of the terms for the funds they're accepting. Finally, they have one additional chance to view the selections they have made, make any changes, and click submit. Once they click submit, their eFAAN is processed in real time.

- Step 5: Students can view and fill out any required loan documentation for the loans they have accepted.

- Step 6: Students can sign up for direct deposit, so that they will receive any funds more quickly and efficiently.

The next components of online financial aid services will involve the private loan disclosure process required by the Truth in Lending Act (TILA) and online loan exit counseling.

Probation/suspension committee updates, Tina Falkner

Tina Falkner reported that the probation/suspension committee met once since August RAC meeting; they plan to have a report delivered to Dean McMaster by the end of the month. Recently, the committee has discussed how the use of summer courses continues to be a significant issue when considering probation/suspension; the short window of time between the spring semester grades due dates and May session makes it difficult to make accurate suspension determinations before May session begins. The committee may not resolve all of

the issues related to summer term. They will be seeking some clarification in the policy related to how and where students go when they would like to re-enroll or re-activate after a second suspension. These students shouldn't go to the Office of Admissions, as the policy implies. The committee would also like to resolve the issue of how to manage holds that should prevent a student's enrollment on any University of Minnesota campus (not only the campus from which the student was suspended). Internally, ASR is also looking at how the probation/suspension panels and pages could be used more efficiently. Recommendations will be brought back to RAC for discussion and review.

In regard to summer term, Sue Van Voorhis reported that a University Senate subcommittee is exploring the idea of making summer a third semester. Their concerns involve the utilization of space and courses taught. Sue will report back if she hears any updates.

UPromise and financial aid program updates, Kris Wright

Kris Wright reported on changes in progress to the UPromise and other financial aid programs. In regard to UPromise, all of the details have not yet been determined. It is known that, in 2011-2012, UPromise will no longer cover the entire cost of free tuition. Rather than relying on the Pell Grant as the qualifying factor, students with a $0 expected family contribution (EFC) will receive the full tuition. About 10% of current UPromise recipients (those without a $0 EFC) will be affected by the change; they will see their awards change by as much as $3,000. This is a serious issue that could have an effect on retention, so the University is looking at ways to mitigate the effects of the change as it is implemented.

OSF is working with U Relations and the Office of Admissions on a communications plan about the changes. OSF now has the formula that will be use to determine students' awards, so they are determining how to implement the changes. They will look at the impact on individual students as they determine how to communicate about the changes. Most of the communication will likely begin in January and February.

The changes to the UPromise program were discussed at a Regents meeting. At the root of the changes are two factors that significantly affect the cost of funding the free tuition commitment. Due to changes in federal aid programs, the number of students eligible for Pell grants increased by 10%. In addition to that, the Minnesota State Grant program had a shortfall of 40%. Together, this increased the amount of money necessary to cover free tuition, and the University cannot afford it. The University will continue to give the same total amount of money in aid, but it will go to different students.

Sue Van Voorhis added that the University wants to continue to fund the middle income scholarship in 2011-2012, though stimulus funds will no longer be available. Discussions of these matters continue, and RAC will receive ongoing updates.

"Auto-graduation" committee update, Margo Mueller

Margo Mueller reported that Vice Provost and Dean of Undergraduate Education Bob McMaster charged a group to review current graduation processes. In part, the group is reviewing the pro's and con's of implementing a system of "auto-graduation." Members of the committee include Angela Bowlus, Sarah Corrigan, Laurie Gardner, Margo Mueller, Jan O'Brien, Jane Phillips, and Suzanne Bardouche. They met four times over the summer to talk about current graduation processes and some possibilities for improving the processes. Their charge is to formulate recommendations of these various possibilities, including auto-graduation. One element of the committee's work so far has been to review other institutions' procedures. At the University of Wisconsin, for example, students who reach a certain number of credits without graduating are charged an additional fee. There are other institutions that simply graduate students when they fulfill the requirements, so students do not apply to graduate. Margo will report back with additional updates.

Online catalog overview, Kasi Williamson

Kasi Williamson reviewed the functionality of the online catalog, after receiving questions about how students might browse prospective programs now that the print catalog is no longer printed. The online catalog can help students browse through programs in helpful ways. First, to find the catalog, go to One Stop; look under U Resources; and click on University catalogs (or go directly to www.catalogs.umn.edu). There are two versions of the catalog available: the static PDF catalog (which can be useful for printing), and the dynamic, online catalog. Click "Search University Catalogs" to access the dynamic catalog; here you can search by keyword and other criteria. The keyword search indexes both program descriptions and titles, so this is a very useful function. You can also view sample plans for each program, or view a complete list of majors in alphabetical order. This can be a great tool for exploring programs, especially for undecided students, in conjunction with Graduation Planner.

Closure planning impacts, Tina Falkner

What we need in order to help you and your folks. Working with U Relations

Tina Falkner stated that ASR staff have been meeting with a team from University Relations, the Office of Human Resources, Office of Student Affairs, OIT, AHC, U Services, and the Provost's office to work on communications related to the closure; including weekends and holidays, the closure spans from December 24 to January 3 on the Twin Cities and Rochester campuses. (Closure dates for other campuses are available at: http://www1.umn.edu/ohr/economyandu/qanda/closure/index.html.)

Ann Freeman, director of internal communications for University Relations, is leading the charge to assist organizations across campus in communicating about the closure. Coordinate campus contacts have also received a message urging them to think about their communication plans; as always, Twin Cities communications will be shared with other campuses, for them to modify as they wish.

One known impact is the grades deadline change for the Twin Cities and Rochester campuses. Fall semester ends earlier on the Morris and Crookston campuses, so their grades due dates will not change. The Twin Cities Grades due date was changed to January 4 at 11:59 p.m.; SAP runs on January 6, so there will be very little time to complete many essential processes. ASR is encouraging instructors to enter their grades as soon as possible, rather than delaying until January 4. Grade rosters are available two weeks before the end of the term, and grades can be entered as soon as they are ready. ASR has also been assured by OIT that there will be PeopleSoft support, which includes the online grades application and email during the closure. ASR will have someone on support duty, as well. The student records training and support team has indicated that one of the most common questions they receive is related to not having access to a grade roster; this is often because the instructor has not been set up properly in PeopleSoft. Typically, ASR will forward these issues to the departments, but a new procedure may have to be determined that would allow ASR to directly solve these problems during the closure. ASR will also be working with departments to identify courses that currently do not have an instructor assigned, so that many of the problems can be corrected before the end of the term.

Margo Mueller, who supervises the student records training and support team, commented that she is not extremely concerned about support needs during the closure, because most questions related to problems accessing grade rosters should come in before December 23, and they will be able to help on the Monday and Tuesday after the holiday.

Sue Van Voorhis commented that, since faculty and P&A staff are expected to work that week in some manner, she wants to make sure that the system is available.

A grades due date reminder email will be sent to faculty and instructors the week of September 13 to inform them of the impact of the delayed due date on all of the processes that must be completed at the end of the semester. Wherever possible, please help to communicate the importance of on-time grades submission.

Tina Falkner stated that, following the communication to faculty, there will be communications to students that will outline the overall ASR services that will be available to them during the closure. There will also be a centralized location for information related to the closure (similar to the H1N1 website). There will be a link available from the faculty and staff web pages on the University website, segmented communications by audience, and general information. The target launch for this communication is mid-October. If you have or hear questions, please send them to Tina Falkner, Ingrid Nuttall, or Ann Freeman to help us frame messages appropriately.

Sue Van Voorhis stated that, in general, any system that does not require manual intervention (e.g., web registration) would ideally be kept up and running. However, the official transcript

request would be taken down, because it requires staff to process the transcripts that students order. Probation/suspension reports will continue to run daily, so if it will be possible for individuals to work from home, if they would like to.

Kit Gordon asked if the deadline for degree clearances would be pushed back. The deadline will not be extended; this means that there will be less processing time.

It was pointed out that many online classes will begin January 3. Will the bookstore and other infrastructure be available to these students? Tina Falkner replied that the bookstore will not be open; students should be able to order their books online. One Stop Student Services locations will be closed. This information will be included in the communication plan.

Sheryl Bolstad asked whether P&A staff would be expected to respond to emails during the closure. Ingrid Nuttall replied that the closure communications committee has had similar questions. It is her understanding that expectations will be established by college. The extent to which staff can get any work done is to be determined at each unit level. Staff may wish to come to campus, but heat will be turned down significantly.

Ann Freeman stated that part of the committee's task is to review the communication that has been sent and try to create a better understanding of its meaning. Do P&A staff have a choice when it comes to checking email or coming to campus? The committee is hoping to encourage some additional clarity on this issue, possibly through a Twin Cities Dean's Council meeting, so that there can be some consistency. In some ways, the closure is like a very long weekend; the University will only be closed three additional business days.

Mary Koskan noted that it may be better for offices to close across the board, so that students have a clear understanding of what they can expect.

Several months ago, Facilities Management sent out the list of buildings that had been deemed "essential," and relatively few buildings earned that designation. If the closure does follow the pattern of weekends, sidewalks on campus will not be cleared.

The closure will continue to be an agenda item in future RAC meetings.

Graduate education agenda items

Sue Van Voorhis welcomed the new attendees, noting that the "new" format in the RAC agenda is actually an old format; several years ago, there was a designated time for discussing agenda items related to graduate and professional education matters.

Graduate education transition overview, Gayla Marty

Gayla Marty, communications director for the Graduate School, gave an overview of the goals of the transformation of graduate education, as well as several decisions that have been made so far.

First, Gayla reviewed past events in the transition process:

- In February 2009, the graduate education restructuring was announced by Provost Sullivan.
- Since then, three committees have convened to work through specific issues:
    - The first committee, led by Dean Steven Crouch of the College of Science and Engineering, convened in spring 2009.
    - In accordance with recommendations from the Crouch committee's report, two work groups were established. The academic issues work group was led by Dean John Finnegan of the School of Public Health; the student administrative processes work group was led by Dean Mary Nichols of the College of Continuing Education.

The Crouch committee made several decisions that were endorsed by the Provost and went into effect in 2009:

- Faculty funding programs, post-doctoral affairs, and the University of Minnesota Press moved from the Graduate School to the Office for the Vice President of Research.
- The Graduate School Diversity Office moved to the Office of the Vice President for Equity and Diversity.

The two work groups met during the 2009-2010 academic year. They issued 32 recommendations that were endorsed by the Provost in May. Several of the recommendations refer to about 130 business processes that have been identified by ASR.

Implementation of the graduate education work groups' recommendations began in summer, 2010; it is expected to take 18-24 months. Documents and updates pertaining to these milestones in the transition are available on the transition website: www.grad.umn.edu/transition. Information will continue to be posted as decisions are made.

Though implementation has begun, project planning for many of the operational components of the project continues. Representatives from each college have been appointed by their deans, and they meet monthly with Vice Provost and Dean of Graduate Education Henning Schroeder. Several key changes have been made or are in the works; these changes are in support of several main goals put forth in the work group reports:

1. Improve the University's ability to respond to the rapid development of knowledge and changing market forces in higher education.
    - One area of concern that was addressed over the summer was the speed with which new programs could be designed and approved. New procedures for approving programs were designed at the end of May and are available at this link:

http://www.academic.umn.edu/provost/documents/newpoliciesandprocedures5-27-10_000.pdf

- There will be an enhanced focus on metrics and measurements for graduate and professional programs. The National Research Council, which analyzes doctoral programs, will release their most recent report on September 28 of this month. The report will contain old data (from 2005-06), but the data were analyzed with a new methodology, which can help to create useful benchmarks for evaluating graduate programs.
- Vice Provost Schroeder would like to re-examine the graduate student experience, with a view to increasing research opportunities earlier in a student's graduate program.
- The Graduate & Professional Assembly will serve as a forum for conversation about the future of graduate and professional education at the University. The assembly's inaugural event on November 2 will feature keynote speaker William Russel, dean of the Graduate School at Princeton University. Russel chaired a national commission that authored the landmark report The Path Forward: The Future of Graduate Education in the United States released in April. Read more about this event here. Members of the graduate education community will be invited to attend.

2. Moving primary authority and responsibility.

- The Graduate School will no longer be a degree-granting college for Twin Cities graduate programs. Its constitution has been retired, though many aspects of it are still currently in use.
- A policy review committee was constituted by the Senate Committee on Educational Policy (SCEP).
- The current graduate governance system of Policy & Review Councils is being replaced by a smaller Graduate Education Council. An appointed provisional council will meet for the first time Oct. 5. One of their first tasks will be to organize election of the permanent council.
- Enhancements this year to the ApplyYourself online admissions system are giving colleges ever more, and earlier, access to applications. This system administered by the Graduate School stood the scrutiny of the past 18 months, and it appears it will continue and may even become available to some programs that were not part of the Graduate School and did not use it in the past. We are one of the vendor's biggest schools and a model.
- The academic data structure is being redesigned to align with the change in accountability for graduate programs (see Frank Blalark's agenda items, below).
- Directors of Graduate Studies are now appointed by and report to their collegiate deans, instead of their graduate program faculty.
- Graduate Student Fellowships will likely be moved to the colleges. That's one of the decisions from the set of recommendations made last spring that is being held for further discussion and is being worked out this fall. We have been assured that this formula will be determined before fall 2011 recruiting begins.

- It seems likely that the Graduate School will no longer host a commencement ceremony. We're awaiting an announcement of the final decision on this and will post it as soon as we have it.

ASR's role and transition project overview, Frank Blalark

Frank Blalark gave an overview of ASR's role in realigning and transforming the administration of graduate education. (See "GST_Grad Education Project Overview_v.3_RAC.PDF," attached to the minutes.)

The project will be approached in three general phases:

- Phase I (Now – Sept. 2011): Planning and implementation. ASR and the Graduate School staff will examine processes and systems, streamline them, and share information, training, and support to the colleges where responsibilities might be transferred.
- Phase II (Oct. 2011 – Sept. 2012): Adapt and refine the changes that were put in place; identify and address issues.
- Phase III (Oct. 2012 – forward): Move back toward "business as usual" for ASR, which is helping to identify needs for improvement and enhancement in processes or systems.

The outcomes of the project were outlined in the Graduate Education Work Group reports:

- Locus of authority for programmatic decisions should rest directly with the colleges and program leaders and faculty
- More efficient and user-friendly administrative processes
- Leverage enterprise technology resources for efficiency and effectiveness
- Remove duplication of efforts and inefficiencies at the central and program levels
- Accountability for quality and effectiveness of administrative processes will rest with collegiate Deans

The scope of the technology will include these systems, and this work must involve a significant amount of analysis:

- PeopleSoft
- Apply Yourself
- Academic Progress Audit System (APAS)
- Graduation Planner
- Program and Curriculum Approval System (PCAS)
- Electronic Course Authorization System (ECAS)
- Electronic Course Scheduling (ECS)
- WorkflowGen
- Image Now

As the various business processes are examined in their current form, they will be documented and categorized according to the student life cycle, in the following general "buckets": recruit and admit; register, academic advising, and progress toward degree completion; degree completion and graduation; career advising, placement, and alumni relations.

Some of the processes we examine will involve a change in responsibility, or may involve changes in the way that current work as performed. ASR will approach this transition work with four principles in mind:

- **Preparation:** First, the current process must be understood and documented.
- **Collaboration and transparency:** As the documentation is created, it will be made available for review. Some processes must also be redesigned, with input from the appropriate experts and stakeholders.
- **Validation:** Input will be sought from the individuals who will have to perform particular processes, or who may be significantly affected by changes in the way work is completed.
- **Readiness:** To the best of our ability, ASR will consult with the appropriate groups, make documentation accessible, offer training, and assist in communicating to appropriate groups before a transition of work takes place.

ASR and Graduate School staff, along with representatives from OIT, will form the core of the project teams; the involvement of staff from colleges, departments, and other administrative units will be essential to the success of the transition. Project roles will be assigned in the following types of groups:

- Business Process Review (BPR) committees: These groups are made up of experts on current processes, and they will create the initial documentation. They may also draft redesigned processes based on new system design.
- Documentation & Transition teams: These groups will be made up of collegiate and/or departmental staff, in addition to ASR and Graduate School staff, as appropriate. Their role will be to validate processes, identify training and communication needs, and ultimately coordinate the transition.
- Registrar's Advisory Committee (RAC): RAC is an open meeting, where updates will be reported from the above two teams. RAC will also help to identify high priority issues and stakeholders that should be involved.

Frank then previewed the spreadsheet of about 130 business processes that have so far been listed as in need of some kind of review. (Note: Not all of these business processes will involve a change in responsibility; some will stay in a central unit, some will be streamlined, automated, or redesigned.) That spreadsheet is available for download here; follow the link, then click "Download."

Sue Van Voorhis emphasized that RAC has an important role to play in affecting the development of new processes. ASR will rely on RAC to give feedback on processes they will ultimately work with. The various teams will report to RAC with recommendations, so that processes can be developed in concert across campus.

The question was asked if the spreadsheet of business processes would be made available for review. That spreadsheet is available for download here; follow the link, then click "Download."

Frank clarified that the spreadsheet includes many processes that already involve the work of collegiate or departmental staff; there may not be work, but rather, a realignment of decision-making. One example relates to the processing of registration exceptions, e.g., changing grading basis or withdrawing. A group will look at ways to cut steps out of the process, rather than move the work over to the colleges.

Frank introduced John Vollum, who was hired about a month ago as the project manager for this transition; John will be helping to coordinate all of this transition work.

PeopleSoft data structure update and impacts, Frank Blalark

Frank then gave a more detailed overview of the forthcoming changes to the academic data structure, which are being made to align with the new structure of accountability, and the fact that the Graduate School will no longer be the degree-granting college for Twin Cities graduate degrees.

- In the current data structure in PeopleSoft, the Ph.D., M.A., and M.S. degrees that are currently awarded by the Graduate School are included under the college code (in PeopleSoft terms, the "Academic Program" code) of 08GRD. Professional programs and department master's programs, on the other hand, are included under a code that is specific to their college (##PRO and ##DMS).
- In the new data structure, each college will be accountable for and will award degrees that were formerly awarded by the Graduate School. So programs and students that are currently identified as 08GRD will be moved to new, college-specific codes: ##GRD. Among other benefits, this should make it easier for colleges to identify all of the students enrolled in their graduate programs.

In the process of defining the new structure, several issues have emerged. One involves interdisciplinary programs; many of these are "owned" by multiple colleges. Because the Graduate School will no longer be awarding those degrees, a new collegiate "owner" will need to be established for those programs in the system. There are also several Twin Cities graduate programs that are offered in Duluth; these will remain as a part of the Graduate School. Rochester's graduate programs will remain in the Graduate School until 2013, when their accreditation to offer these programs is complete. There are also several shared AHC programs where the collegiate home will be determined; Frank is discussing these issues with Barbara Brandt and some other individuals.

The work to establish the new data structure is in progress. The new codes have been created in PeopleSoft for fall 2011 admits. In ApplyYourself, the applicants will go directly into the new data structure. Dean Tsantir commented that there are no applicants for fall 2011, as of yet.

A representative from the School of Public Health asked if data from their application system (SOPHAS) will need to be downloaded into PeopleSoft in the new structure. Brad Bostrom replied that they should begin using the new collegiate codes, and he can provide more information to assist with that.

Frank stated that the current plan is to move all active students into the new academic data structure in the spring, and to activate them in their colleges the first day of fall semester. This means that students will graduate from the Graduate School up until a certain date; then, they will graduate from their college. This change will also be apparent on students' transcripts. Communication to students will be coordinated with the colleges, so that they can understand these implications in a timely way.

The question was asked of whether students will continue to graduate monthly when the degrees are awarded by the colleges. The answer was yes. Frank stated that one part of this project will be to modify eDegree, the online degree application for undergraduate students, so that the degree application process could also be automated for graduate students.

A question was asked about discontinued students: Would they be moved into the new data structure? Frank replied that only active students will be moved. If a discontinued student becomes active again, then they will be moved. Historical degrees will be from the Graduate School.

ECAS and 8000-level course approvals, Vicki Field

Vicki Field, associate to dean in the Graduate School, gave an overview of recent changes to how 8000-level courses are approved and the current work-around with the Electronic Course Authorization System (ECAS). Effective July 1, responsibility for review and approval of all 8000-level courses was moved to colleges. The Graduate School no longer reviews these courses; the Policy and Review Councils which performed this review were eliminated in the spring. The timeline of when courses are approved is now determined by the colleges, as are the review criteria.

ECAS has not yet been modified to fit the new approval structure. So, although ECAS routes all 8000-level courses to the Graduate School for approval, the Graduate School no longer reviews them; Graduate School staff only click the "submit" button to move the courses forward once the college contacts notify the Graduate School of their approval. Questions can be directed to gsdmgmt@umn.edu.

Colleges are asked not to make course changes to thesis credit and full-time equivalent courses at this time. The policy committee will be reviewing all graduate education policies in the next year, and they will likely make recommendations that affect those courses.

PCAS project update, Travis Trautman

Travis Trautman reported progress on the project to modify the Program and Curriculum Approval System (PCAS) to include graduate, professional, and Regents-approved certificate programs. PCAS is a workflow system that handles program approvals and feeds the online catalog. Currently, the project team is gathering business requirements for graduate programs, and creating a form that will be used for the upcoming round of catalog updates. Updates will be gathered in a new form template, so that those updates can be used to populate program information into PCAS when it goes live (currently planned for summer, 2011). Regular project updates will be provided.

Graduate policies committee update, Tina Falkner

Tina Falkner gave an update on the committee that has been charged by the Senate Committee on Educational Policy (SCEP) to review graduate policies. (That committee's make-up and charge is available here: http://www.grad.umn.edu/Transition/policy_review.html.

Representatives on the committee are looking at Graduate School policies that have been housed in various locations, the Graduate School constitution, and common practice. They will likely codify many things that have not been in policy before, as well as doing a thorough review of what has been codified. They are working line by line to create policy where it hasn't existed and reviewing it thoroughly. As of September 13, the group had met three times; they will continue to meet every other week for the next six months.

The group is making an effort to prioritize the policy review based on what will have the greatest impact on students. The first issue is related to the make-up and structure of examination committees. The committee is close to having a preliminary draft to propose; it will include elements like who can serve on a committee and in what capacity; who can serve as chair; and when external experts can serve on committees. The policy will also attempt to codify some basic standards, e.g., one should not have family members on one's examining committee.

In all, there are six different subcommittees that will be looking at policies in the areas of admissions and fellowships, registration and grading, proposing new programs, and "other." They are working very close with Michele Gross in the University policy office to find places where existing academic policies can simply to revised and expanded.

The question was raised about faculty roles. Several collegiate units are meeting to make determinations on faculty roles; based on the work of the policy committee, will they have the ability to determine these roles at the collegiate level?

Vicki Field replied that the University policy will set the basic requirements, or the "floor." Within that context, colleges will be able to fashion additional criteria.

The question was asked about whether the policy related to examination committee roles would apply to masters and doctoral; the answer was yes.

The question was raised of when the policy would be available; there are difficulties in doing current work without the guidance of this policy.

Tina Falkner replied that it is not possible to give a firm timeline for when the policy would be finalized. The policy must follow the same process as all University policies; it will have a public review period, and be reviewed by SCEP and other entities. Until then, colleges may wish to follow the existing structure as closely as possible. Vicki Field noted that the policy committee is aware of the need for clarification on this issue, and is attempting to move this policy forward first. Tina recommended that concerns be forwarded to the policy committee chair, Professor Nita Krevans.

Vicki Field added that there is a regular meeting of collegiate representatives and Vice Provost Schroeder scheduled for Thursday, September 16, where this issue is slated to be discussed.

The comment was made that two colleges were meeting before September 16 to discuss the issue of examining committee roles, so this is a critical issue.

Questions and topics for discussion, all

Ingrid Nuttall stated that the Record will continue to have graduate education updates and updates from the policy committee. The emails from the September RAC attendance list will be added to the Record listserv.

Sue Van Voorhis indicated that agenda items from the collegiate representatives meeting will be added to the RAC agenda where appropriate. In general, that group will not get into the details of administrative processes, but RAC will.

The group indicated that they had not specific topics they would like to see addressed at this time, but they would like to continue meeting.

Gayla Marty thanked the group for attending and introduced several Graduate School staff in attendance who continue to be available to answer questions about ongoing work: Dean Tsantir, Graduate School admissions; Brad Bostrom, systems and data management; Vicki Field, program and policy-related issues; Alison, Skoberg, fellowships office; and Karen Starry, student services and degree progress.

Sue Van Voorhis emphasized that ASR and the Graduate School are service units, dedicated to providing the information and resources necessary that staff across campus need to serve students. We are looking forward to working together on this project.