RAC minutes

February 7, 2011

Attending: Brooke Arnold, Rockne Bergman, Rhonda Bjurlin, Frank Blalark, Robert Bode, Danielle Bordeleau, Brad Bostrom, Earlene Bronson, Cortney Carlson, Laurel Carroll, Lolita Davis Carter, Kelly Condit-Shrestha, Pam Cook, Gary Cooper, Dmian Damiani, Dan Delaney, Molly Diethelm, Jessie Eastman, Sandra Ecklein, Tina Falkner, Santiago Fernandez-Gimenez, Carol Francis, Jennifer Franko, Teresa Fruen, Laurie Gardner, Kit Gordon, Kellie Greaves, Amanda Grimm, Jeremy Hernandez, Kim Hindbjorgen, Shannon Hofmann, Jason Holscher, Lisa Hubinger, Jill Johnson, Sue Johnson, Charleen Klarquist, Jennifer Koontz, Nathan Kopka, Linda Lindholm, Aileen Lively, Jo Ellen Lundblad, Heather McLaughlin, Emily Mraz, Margo Mueller, Katherine Murphy, Khosi Nkosi, Ingrid Nuttall, Margie O'Neill, Laurie Pape Hadley, Cindy Pavlowski, Heather Peterson, Sarah Ihrig, Ann Rausch, Lonna Riedinger, Genny Rosing, Cindy Salyers, Mary Ellen Shaw, Karen Starry, Susan Suchy, Nathan Tesch, Georganne Tolaas, Terri Tuzinski, John Vollum, Sue Van Voorhis, Kathy Walter, Susan Westacott, Stefanie Wiesneski, Kasi Williamson, Ellyn Woo, Emily Wood

Undergraduate education

No changes to January minutes

Announcements

Ingrid Nuttall shared some statistics related to the recent UGrad update, the periodic email newsletter for undergraduate students. The first UGrad update was sent on December 7. Though the mass email tracking software does not track "opens" in Gophermail, we do know at least 13% of those emails were opened. The student study space and closure information links generated the highest number of "click-throughs." The January 10 email had an increased "open" rate of 21%. The links for "check holds" and the "policy for mandatory attendance on the first day of class" received the highest number click-throughs.

Ingrid also updated the group on communications related to the U Promise scholarship. Vice Provost Bob McMaster sent an email last week to the "DDD list"; this message was also forwarded to the RAC listserv. Email communication to students started soon after. All emails to current students were sent the week that began January 31. One Stop did not receive a major increase in call volume after the emails were sent. Please contact One Stop if you receive questions from students about changes to the U Promise program.

Sue Van Voorhis updated the group on developments with student study space. Student study space will go forward with a brand identity, called GPS: General Purpose Study space. OCM staff are working with consultants to add consistent signage to study space areas. Next, they will look for furniture to upgrade some spaces; they are working with various vendors to find sturdy, reliable furniture that is also comfortable. They are also identifying a couple of areas that can be renovated. Staff are excited to begin making improvements to several study spaces on campus.

Project updates, Laurie Pape Hadley

Laurie Pape Hadley updated the group on the following completed projects:

- Mid-term grade alerts can now be entered for online classes that have the same start- and end-dates as regular session classes (session code "TRO").
    - Mid-term alerts will be available February 1 (Morris), February 6 (Crookston), February 8 (Twin Cities and Rochester), February 21 (Duluth).
- The following spring semester financial aid amounts were disbursed: $7.1 million (Crookston), $55.6 million (Duluth), $8.5 million (Morris), $226.9 million (Twin Cities).
- On the first day of the term, we broke a record for the total number of concurrent users in the "Pillar" environment, or the servers that host the One Stop self-service web applications. There were over 3,085 people using Pillar applications at one time. This is a significant increase from past semesters, and, though we did not hear of complaints from users, we know that a couple of users were shown "service temporarily unavailable" screens during the first very busy time. Steps were very quickly taken to raise the limit on the number of users who could be in the system at once, which fixed the issue.
- On January 18, there were 19,742 registration transactions processed. 98.6% of transactions took 5 seconds or less, with more than 94% taking 3 seconds or less. ASR and OIT will be looking at issues related to volume again in the near future; we anticipate that traffic will continue to increase as wireless devices proliferate, and we want to be sure we can accommodate that traffic.
- The official transcript request received a template facelift and a new credit card vendor. The template update is similar to that received by our other online applications, including Web registration and the student account. The new credit card vendor will better ensure PCI compliance.
- 65,000 1098Ts were mailed out on Monday, January 31.

Sue Van Voorhis and Terri Tuzinski gave a brief data governance update. Terri is a member of the Working Team for Data Governance, which also includes individuals from the Office for Planning and Analysis and OIT. They are beginning to formulate a good definition of "data governance," and looking at best practices and how the institution is working toward them. Their current working definition of data governance is "strengthening and formalizing how the University defines, produces and uses data to make informed decisions." They are also looking at how metadata and data dictionaries have been utilized; for example, a field called "invoice" might have the description of "invoice," but there is no additional information about how the field is used or the implications it has for other fields or processes. ASR is also trying to advise on a consultant's proposed model for data governance, which structures decision-making in a way that may not be most efficient within our institution. Sue and Terri would like to ensure that decisions related to data also take processes into account, and consider how financial data may be related to data in other areas.

Best practices in making advising notes, Tina Falkner

Tina Falkner informed the group that on Monday, March 7, there would be a discussion before RAC related to best practices in advising notes. That discussion will take place in the same room as RAC; an invitation with additional details will be sent to the RAC and AAN listservs. (The meeting will be from 9:15-10:00 a.m. in 1-147 Carlson).

Tina filled the group in on background and asked for feedback to help prepare for the discussion in March. That meeting will be informal, and serve as part of a larger discussion about access to advising notes across colleges and across academic and career services advising offices. APlus has made this kind of sharing possible.

Tina asked the group several questions: What would they expect to be covered in a discussion about best practices? What resources would be helpful to advisers as they make advising notes? What concerns might they have about staff in other colleges adding advising notes about their students? Mary Ellen Shaw has started a document in CEHD with suggestions of how certain situations might be described without giving too much information or using language with unintended connotations. That document is formulated to say, “If ‘this is the situation,’ then here is one way that could be described.” CLA and CSOM have both indicated that they find it very useful to have access to see advising notes across colleges.

The group agreed that this kind of guideline would be useful. Mary Ellen Shaw added that they approach this as a part of APlus and adviser training, which includes brainstorming in groups and in-person training.

Tina Falkner noted that Mark Bultmann has mentioned having more intensive training sessions related to APlus. These discussions can help to provide material for those training sessions.

Sheryl Bolstad asked if it had been determined who could be granted access, outside of the advising office? Could student services staff be granted access? Tina replied that the college can determine who should have access; the director of advising can request access for those additional staff.

Jennifer Koontz asked if there is a difference between the student services and advising roles, within APlus. Tina replied that there are not yet different access roles, though there have been discussions about this, especially as it might pertain to faculty advisers. The intention is to model access for faculty advisers after what they would have access to in UM Reports in the My Active Advisees report. Ultimately, there should be several access roles, but those have not yet been developed.

Jennifer Koontz commented that there could be a lot of value in having more data available across student services areas; it will be useful to see how that is clarified going forward.

Sue Van Voorhis noted that Tina would be discussing APlus at the February Board of Regents meeting.

Special examination policy, Ingrid Nuttall

Ingrid Nuttall reported on the progress of revisions to the “departmental exams for proficiency or credit for undergraduate students: Twin Cities, Duluth, Crookston, Morris, and Rochester” policy and the “nationally-recognized exams” policy. Both policies were taken to SCEP for discussion on February 2.

The nationally-recognized exams policy, which has been simplified to summarize the University’s acceptance of Advanced Placement and International Baccalaureate exams, will move forward to the next step in policy approval.

One aspect of the proposed departmental exams policy raised additional discussion at SCEP. The proposed policy stated that only currently-enrolled students were eligible to take departmental exams for credit. The FAQ clarified that student must be enrolled, accepted, and matriculated in order to take departmental exams for credit or proficiency.

SCEP raised the question of whether students who have not yet accepted an admissions offer might take exams to see how many credits they might earn, were they to confirm their admission. Ingrid indicated that this would introduce procedural problems; currently, students consult with their home college first, to ensure that the exam will be accepted as a part of their degree program. SCEP wanted to explore this issue further. Ingrid agreed to gather feedback from RAC for their consideration.

Ingrid posed several questions to the group: What would this change in procedure mean for staff, new students, and transfer students? It is known that OTR cannot record the credit on the student’s transcript until the student matriculates; what impact would this have on process? How would these potential students be charged the credit by exam fee? How would this affect colleges’ or departments’ work with students, in terms of current admissions related processes, and the advising that happens before current students take the exam? How might the exams be tracked between the time the admitted student takes the exam, and when the student is matriculated?

In the discussion, the following points were made:

- Increasing the number of requests to take these tests could present resource issues at the department and college level. (In the higher volume areas, there are about 15 exams offered per term at present.)
- Students might take the tests at the University, then ask for those test results (i.e., the credit that would have been granted) to be transferred to other institution. Students currently make this request in regard to placement tests, but in reality they are not transferrable.
- This would need to be coordinated by the Office of Admissions, because the students are not yet confirmed; the Office of Admissions is not currently involved in offering exams for credit or proficiency.

- Currently, transfer students must wait until they matriculate to petition for the acceptance of certain courses as transfer credit. Students are encouraged to petition courses first, then pursue the option of a special exam. Allowing exams before transfer petitions is not desirable.
- If the exams were used as recruitment tools, that could put a new kind of pressure on the examiner to allow students to pass.
- In reality, a lot of advising happens before current students take these exams. Providing this kind of advising to accepted students would be a serious issue in terms of resources. If students paid for the exam and then it were not applicable to the degree program, then students and parents would be unhappy with the process.
- Special exams are often difficult to pass. It might not be helpful for accepted students to pay for the exams when they may not be prepared for them.

RAC members were encouraged to email Ingrid with additional concerns or to contact the SCEP member from their college.

Tuition fact sheet, Ingrid Nuttall

Ingrid polled the group on their familiarity and use of the tuition fact sheet PDF. Many members of the group indicated that they were familiar with the PDF, and that they use it regularly. Mary Koskan would like to pull together a group to look at how the tuition fact sheet is used, similar to the group that reviewed the academic policy petition. There would be a few short meetings to discuss the business needs related to the document. Volunteers for this group included Laurie Gardner, Molly Diethelm, Jennifer Koontz, Cindy Pavlowski, and Carol Francis.

S/N grading and graduating with distinction, Tina Falkner

Tina Falkner informed the group that SCEP is discussing some limitations related to the 60 credits required for students to become eligible to graduate with distinction. (This discussion did not apply to Latin honors.) The current policy on graduating with distinction refers to “60 or more semester credits at the University,” and limits this to “only University coursework.” SCEP was looking into limiting the number of S/N credits allowed within this 60 credits to 6, which means that 54 credits would need to be grade bearing.

Tina Falkner asked the group what issues this might raise for different colleges and degree programs. Members of the group indicated that this would present more difficulties for transfer students; students admitted as New High School students generally exceed the number of required credits. The Carlson School mentioned that the proposed policy change could be difficult for their students given their study abroad requirement; many students could have an entire semester of coursework taken abroad that is

S/N. Clinical Laboratory Sciences also includes clinical rotations that are graded S/N and are required in the degree program. CBS indicated that the policy may conflict with their capstone requirement.

Tina summarized the discussion: the change in policy could be problematic for many undergraduate degree programs. Members of the group were asked to email Tina with examples of required elements of different majors that are taken S/N.

Grade expectations for courses in minor, Tina Falkner

Tina Falkner pointed out that the standard for grades in courses that count toward a minor is not explicitly stated in the grading and transcripts policy; this has resulted in some questions. Tina indicated that her understanding was that the same standard applied for minor courses as for major courses: Students must earn a C- in the course in order for it to fulfill major requirements, so the same should be true for minor requirements, as well. The group confirmed that they had the same understanding. Laurie Gardner pointed out that this expectation is a part of what is included in program information in PCAS. Tina stated that draft policy language would be created to clarify this gray area.

The question was asked if students could drop minors when they apply to graduate. The answer was yes, that this is possible. In the online application for degree, students have the option to "delete" or to "defer" any minors or second majors they are pursuing. If the student says they will no longer pursue the minor at all, OTR will delete that "acad plan" from the applied row in PeopleSoft. If the student wishes to "defer" the plan, then the minor will remain on the applied row in PeopleSoft. When the college is reviewing the student's degree requirements for completion, they will also review the minor requirements and let OTR know whether the student has completed the minor or not. (Occasionally, a student will have "deferred" the minor, not realizing that he or she has actually fulfilled the requirements.)

Graduate Education

Announcements

Frank Blalark indicated that the new project plan spreadsheet is available on the project website. He also introduced Robert Bode and Heather McLaughlin, who have joined ASR to help with graduate education documentation; this should help the documentation process move more quickly.

Adjudicating internal program and inter-program disputes, Tina Falkner and Frank Blalark

Frank Blalark summarized that in the Graduate School constitution, the Graduate School was given appellate jurisdiction for program disputes. However, as of fall 2011, the Graduate School will no longer be the home college for most Graduate School students. Frank stated that colleges should be thinking about how the process will be handled within the collegiate units. Tina Falkner added that, for undergraduate students, the student conduct code, the "Addressing Student Academic Complaints" policy, and the "Conflict Resolution Process for Student Academic Complaints: Twin Cities" procedure guide the handling of these disputes.

The question was raised if colleges could follow their existing procedures for dispute resolution, and what changes might need to be made to those processes.

Mary Ellen Shaw noted that the student conduct code is a Regents policy, which covers all students. CEHD is already working with programs to work with the Office for Student Conduct and Academic Integrity (OSCAI) and the CEHD scholastic committee.

Karen Starry added that Tracy Smith in Office of General Counsel has worked with the Graduate School and OSCAI on dispute resolution. They have been working together over the last few weeks to outline the revised processes and their implications. Details can be posted on the transition website when they are finalized, and Karen will also send them out to the group. It is beneficial that policy already exists for all students, though there may be some minor revisions to portions that refer specifically to Graduate School.

Sue Van Voorhis asked how the Student Conflict Resolution Center fits in to this process. Karen replied that a student may initiate the process with the Graduate School or the Student Conflict Resolution Center, and the two units would work together to handle it. Karen advises students or faculty to work with the conflict resolution center, because it can be helpful to have a neutral party guide the process, rather than someone who might appear to have an interest in the conflict. Sue noted that the conflict resolution center will need to know who the key contacts are in the colleges. Please email Karen Starry (starry@umn.edu) with contact names, or contact the Student Conflict Resolution Center directly. Karen Starry is still assisting in these matters as new procedures are established.

Graduate policy committee update, Tina Falkner

Tina Falkner discussed the draft proposed policy on credit requirements for masters and doctoral degrees, which was sent to the group for review on Friday, February 4. Tina noted that the "rationale" sections, in italics in the draft, would never be a part of the actual policy; they simply give background on the policy committee's intentions.

Tina asked for questions and feedback from the group. The following matters were discussed:

- Under II.c., the draft states: "Thesis credits may be taken at any time after admissions to a doctoral program; programs have the discretion to determine when it is academically appropriate for students to take these credits." Procedurally, will there be a vehicle for academic programs to put a hold on students' records until that student has been approved to take thesis credits, according to the program's guidelines?

    - Tina Falkner replied that procedural details have not yet been defined. Though Tina could not make a specific commitment with more details, it seems likely that there would need to be something in place that would allow flexibility at the program level, but would also allow for the policy to be enforced.
    - Genny Rosing noted that there is currently a process that involves placing a "student group" on the record that prevents students from registering for either GRAD 999 or any 8666 (pre-thesis) credits without preventing registration for other courses. In theory, a similar solution could be used by programs to prevent registration for thesis credits.
- There are certain programs that require many more course credits than the policy states because of accreditation or licensure requirements. At what level will exceptions be granted?
    - Tina replied that the policy group has discussed making exceptions at the program level, so that all students within the same degree would be treated consistently. Consistency is a primary goal. This means that programs would apply for and have exceptions "on file" in some way.
- It was clarified that there would be no "grandfathering" of programs related to the new credit ranges. Programs would either need to change by the specified term (fall 2012 or fall 2013, to be determined) or apply for an exception. Programs would need to determine whether it was appropriate for them to modify for their programs or justify an exception to the policy.
- It was clarified that exceptions would probably be requested by the college deans, and considered by the Provost or the Provost's designee.
- It was mentioned that MFA degrees may have at least 60 credits because they are terminal degrees, and that is the industry standard. Tina commented that this is probably another case where applying for an exception would seem appropriate.
- It was mentioned that some programs may want to address the overall issue of how their credits are structured; some programs have been considered "coursework only," when it may be appropriate for them to be Plan A or Plan B.
- The question was raised if there was a survey of how many degrees currently go beyond the proposed credit requirements. Tina replied that there was not a structural assessment of current programs. Instead, the policy committee looked at standard practices as outlined by the Council of Graduate Schools. Sue Van Voorhis added that, since graduate PCAS has not yet been implemented, the University does not have a source to collect this data. Someone mentioned that 48 credits seems like a reasonable limit, and they wondered how many programs exceed that; Tina said that they could try to find this out.
- The rationale for the number of thesis credits in doctoral degrees was questioned. It would be good to be clear on the rationale, so that faculty members could be informed. Tina indicated that she would inquire with the policy committee about that rationale; it may have come from a review of ten aspirational institutions and how their credits were structured. Tina will look into this and report back at the next meeting.

Tina Falkner added that a previous version of this draft policy was also reviewed at the college representatives for graduate education meeting. Since then, the policy committee determined that it was appropriate to separate the transfer credit issue from this policy. Tina was hopeful that a draft of the transfer credit policy would be available for review at the March 7 RAC meeting.

Sue Van Voorhis clarified that transfer credit is not recorded on the graduate transcript.

Academic record conversion communication to students and staff, Kasi Williamson and Aileen Lively
Kasi Williamson reported that, at the last college Reps meeting, she proposed a plan for communicating with students about the records conversion. For most students, the records conversion will mean that they will see a change in their student record that will affiliate them with their individual college rather than with the Graduate School. It is important that we communicate transparently with students about this change in their academic record.

On students' transcripts, if they register for fall 2011, they will see the college name change from "Graduate School" to "College Name" above their fall 2011 enrollment information. They will also see the change in the "Most recent program" information at the top of their transcript. If the student officially completes their degree, and their degree is awarded, in August 2011 or earlier, they will see no change in their academic record. If their degree is awarded in September 2011 or later, they will graduate from their specific college. Their college of graduation is indicated on the diploma with the dean's signature.

The college representatives for graduate education and the communications directors are working on a communication to students to communicate this information and welcome them officially into the college. They are currently reviewing a draft and a FAQ that includes more details; we are hoping to get feedback from them and orchestrate a message that goes out at approximately the same time. Are there any questions, concerns that you know students are going to ask? No particular concerns were mentioned by the group. A few members of the group indicated that they had seen the message. Part of the communications plan is that this information will be sent to DGS and DGS assistants ahead of when it is sent to students.

The question was raised if there would be a note added to the transcript, explaining the reason for the change in college. Sue Van Voorhis replied that the University did add a transcript memo with the semester conversion, but did not do so when the undergraduate colleges were changed in 2006. It was noted that people who look at credentials might be concerned, and that a note in the transcript or on the back of the transcript would be helpful. Genny Rosing noted that, when the MBA program moved to the Carlson School, a transcript memo was added.

Sue replied that it is not currently the plan to add a transcript memo, but if the institution receives a lot questions, the possibility will be considered. Sue would like to confirm that there is a need for this addition before such a change is made.

The question was asked about whether it would be clear that the student is a graduate student (not an undergraduate student) in the new college, once the change is made. Aileen Lively replied that it will appear on the graduate transcript, so this should be clear.

Lonna Riedinger asked if "graduate" student status would be clear in the Program/Plan screens in PeopleSoft. Aileen replied that the students will have a career of "GRAD," but the "Acad Program" field will display the college's name. This will be similar to how departmental master's students appear in PeopleSoft currently.

Kasi Williamson asked the group to email her if they think of additional questions. The target send date for the email is the end of February. She can also send the FAQ out to the group to get additional feedback.

Part two of the data conversion communication will be communicating with staff who build queries, use UM Reports, or maintain student records in PeopleSoft. A toolkit will be constructed with resources for staff. The group had no particular questions or concerns related to what might be provided in the toolkit.

99PRD discussion, Heather Peterson

Heather Peterson is the manager of the One Stop location on the west bank campus, which oversees graduate nondegree registration. Students who register for nondegree graduate credit are often those who are admitted to a program for fall semester, but may wish to take a class prior to that and include it on their graduate transcript. Or, they may just be students who wish to take graduate-level courses for professional development.

To register for graduate nondegree credit, students must first get permission from the department. Typically, the DGS is the authorized signer who gives permission, but another person in the department may be appointed.

Heather asked the group about what level of course they would approve students to take for graduate credit. Occasionally, students will submit this form to take courses at the 4000-level or below. When One Stop notices that students have received approval to take courses for graduate credit that are at the 4000 level or under, they send students a notice telling them that they will be charged graduate-level tuition for those courses, and they may not be transferrable into a graduate program in the future. One Stop requires written permission from the student to go forward. Since the department has already signed the form to indicate their permission, One Stop does not contact the department again.

One individual observed that there are programs in which 4000-level courses are permitted. However, 3000-level and below would be different, and it is difficult to understand why they would be approved. In general, the group seemed to think that it would be reasonable for students to register for 4000-level courses for graduate credit.

Laurel Carroll noted that she handles admission to VBS 2032, "Introductory Microbiology." There are some graduate students who must take this course as a program prerequisite. Genny Rosing noted that it would be understandable to take this for graduate credit in combination with other courses at a graduate level, but not as the sole course. (Clarifying note: Students can only be active in one PeopleSoft career at a time, so they cannot take a course for graduate credit and a course for undergraduate credit simultaneously.) Sue Van Voorhis commented that, if a student does need to take a single undergraduate course as a prerequisite before fall admission to a graduate program, they would be able to take that course for undergraduate credit.

Teresa Fruen noted that there is sometimes confusion about where 99 PRD students should go if they need scholastic committee approval. At the graduate level, these students should not go to CCE for assistance.

Heather Peterson clarified that if permission is needed for a late add or drop, the department's authorized signer who would grant that permission.

The question was asked if a student does not register as 99PRD and takes a graduate-level class as a nondegree undergraduate student, and then that student is later admitted to a graduate program, could they petition to have that course changed to graduate status and pay the tuition difference. Heather Peterson indicated that this does happen; the student would need to get permission from the DGS or authorized signer to change the course from undergraduate to graduate credit. One Stop would then make the change, and the tuition change would also take effect.

Sue Van Voorhis indicated that there are student-athletes who have completed their undergraduate degrees but still have time left in their eligibility to compete. Under the guidelines established by the Faculty Academic Oversight Committee for Intercollegiate Athletics (FOACIA) and the NCAA, the registrar is allowed to certify a student to compete if they are taking 6 graduate credits. Questions had been raised in the past about what level of courses a student should be allowed to take for graduate credit and be certified to compete. Sue raised the question as to whether the department's authorization should be sufficient to determine what level of coursework was eligible for nondegree graduate credit, or the additional standard that FOACIA established of 3xxx-level and up should be maintained.

It was clarified that there are ten or so student-athletes per term that this applies to. After discussion, Sue determined that the 3xxx-level standard currently held by FOACIA was a reasonable minimum standard, because of the possibility that, if the department's authorized signer approves those courses, they may be prerequisites for graduate programs. However, any 1xxx-level or 2xxx-level course registrations for graduate nondegree credit would be questioned.

MyU portal changes for graduate students, Sandra Ecklein

Sandra Ecklein gave the group an update on changes to the graduate student portal, which would take place because of the change in student's college affiliation in their academic record. First the changes that are happening to the portal are largely behind the scenes, involving changes to the "affinity strings" that control what a student or staff member sees when they log in. The changes to the portal will be largely invisible to students, unless it seems worthwhile to communicate the change more visibly.

Currently, there is one graduate student view for newly-admitted students, which they see before they have committed to attend the University of Minnesota. They see a view that has all kinds of resources to encourage them to come here.

Once the student confirms their admission, they see a different view that has some additional information. This view is still maintained by the Graduate School, specifically by Dean Tsantir (the Graduate School admissions director), Karen Starry (student services director), and members of their staff. There is one "cell" that is devoted to and maintained by the student's academic program.

Now that the student's collegiate affiliation is changing from the Graduate School to their individual college, there is an opportunity to include a content cell that could be populated by the college, as well as the academic program. The overall portal "views" will still be maintained by the Graduate School; this is parallel to the undergraduate portal, for which the Office of Undergraduate Education maintains the overall undergraduate "views."

The comment was made that it would be helpful to have a collegiate content cell, but at the graduate level, students still identify first with their academic program first. It seems that the academic program content should be equally prominent as content from the college.

Sandra clarified that the addition of the college content cell would be the only change. In addition, everything on the portal is optional. If a college did not wish to populate content in their content cell, that entire cell simply would not display in the student's view.

Another comment was made that it would be helpful if students could see their new college affiliation and program affiliation when they initially log in.

Sandra noted that there are already many content providers at the undergraduate level, who supply content from the college. If you would like to have additional college content providers for the graduate student portal, contact Sandra at eckle001@umn.edu.

The ImageNow demo and discussion were moved to the March agenda, due to time.