RAC
February 4, 2013

Present: Gary Andersen, Wachen Anderson, Maureen Andrew, Rhonda Bjurlin, Frank Blalark, Caitlin Boley, Brad Bostrom, Lori Boucher-Ed, Cortney Carlson, Laurel Carroll, Amber Cellotti, Pam Cook, Kathleen Corley, William Dana, Jennifer Decker, Molly Diethelm, Jessie Eastman, Eric Eklund, Jo Ellen Lundblad, Mary Ellen Shaw, Tina Falkner, Renae Faunce, Vicki Field, Tracy Fischer, Bonny Fleming, Carol Francis, Wendy Friedmeyer, Michael Galegher, Laurie Gardner, Liz Goebel, Kit Gordon, Amanda Grimm, Lucy Hartel, Kevin Havard, Amber Hodges, Chris Holland, Emily Holt, Lisa Hubinger, Sarah Huhta Corrigan, Paula Jewell, Jill Johnson, Bri Keeney, Jennifer Koontz, Sarah Kussow, Stephanie Lawson, Aileen Lively, Stacia Madsen, Tracene Marshall, Emily Mraz, Margo Mueller, Meghan Mullaney, Katherine Murphy, Anya Norton, Ingrid Nuttall, Margie O'Neill, Laurie Pape Hadley, Cathy Parlin, Kristina Pearson, Julie Prince, Rebecca Rassier, Lonna Riedinger, Genny Rosing, Marjorie Schalles, Julie Selander, Kate Sophia, Carol Stoneburner, Susan Suchy, Kelly Thomas, Georganne Tolaas, Terri Tuzinski, Matt Tveter, Sue Van Voorhis, John Vollum, Anita Wallace, Kathy Walter, Jessica Whitcomb-Trance, Lisa Wiggins, Lisa Wiley, Ellyn Woo

Undergraduate education agenda items

APAS tutorial update

Ingrid Nuttall said that a group of has been meeting since September to put together an APAS tutorial for students. Currently, the group's discussions have been focused on enhancing the information available the One Stop website and developing a communication plan to spread the word on how and why to use APAS. The tutorial itself would be divided into several sections that could be watched as one complete video or individual sections. The topics would be: reading APAS, degree requirements, double dipping, and summary of coursework taking. There would be additional information available for transfer students to cover questions surrounding transfer coursework (e.g., credits not appearing as expected). A draft webpage should be available for review before the March RAC meeting

Someone commented that the most frequently asked question they hear from students results from missing steps with having the MN transfer curriculum properly transferred to their UMN transcript. Ingrid Nuttall said that it would be possible to include a link to the comprehensive information available from Admissions.

Policy discussion: Grading and Transcripts

Tina Falkner said that in reviewing the current grading and transcripts policy, it seemed that there were several very distinct topics intermingled within the language: grades and grading, academic integrity, registration, and transcripts (along with some other single items that are more accurately reflected in already existing policy). She suggested that the policy could be broken into four separate policies and that it could be discussed over more than one meeting.

Tina Falkner presented a Word document she had prepared with with the current text color-coded into the four different topics based on her opinion of how this could be broken out (attached). This document is a working draft and is subject to change.

Tina Falkner said there is language in the current policy that indicates that the instructor can award an F or N if there is scholastic dishonesty. This doesn't really have a place in this policy. She suggested removing it with a reference to the teaching and learning student/instructor responsibilities policies. Someone suggested putting a note in the grades section that the instruction has the authority for grading and providing a link to the academic integrity code.

Tina Falkner pointed to a section discussing procedures around I grades and suggested removing some of the procedural language and adding it to the procedures section. As well as referencing some of the content might be better suited in a "registration" policy.

Tina referenced the section in the policy regarding deans list and could it be moved to a revised "academic awards and honors" policy? Someone pointed out that removing dean's list might be problematic because some people don't view it as an honor, so they might not know where to find the information elsewhere. Tina Falkner said that putting links to this and similar policies could be put in the "related topics" section of the policy. And, possibly changing the title of the policy could help.

Tina Falkner asked if separating this policy into four different policies would be a worthwhile effort. Those in attendance agreed it would. Tina said there would be further discussion at future meetings.

Common session agenda items

Introductions and approval of January minutes

There were two corrections to the January minutes. They were corrections to website URLs and were corrected in the recorded minutes and distributed to the group listserv.

Announcements

Tuition and Fee Management System

Christa Nicols announced that the University's new Tuition and Fee Management System will replace the old Fee Request System on February 18 and will be available to users for fee entry on March 1. The new system provides a centralized location for all tuition and fee information. The new system is more robust and user-friendly and will also help reduce the number of errors that occur during manual entry.

Training is being developed with the assistance of system users and will begin the week of February 18. Additional support, including a Google site, will be available as the new system is implemented.

The team would like to note that rollout will require users to enter additional data, potentially increasing the amount of time it takes to enter fees for the first cycle.

Start of IDP sessions
Sue Van Voorhis asked the group for patience and a willingness to be flexible with ASR staff now that IDP sessions have begun. This is a new process and everybody is learning as they go.

ASR-IT update
Laurie Pape Hadley reminded the group that ASR analysts are at work on ESUP. Please remember to contact Student Records Training and Support at 612-625-2803 or srhelp@umn.edu rather than a specific student records analyst. Likewise, if you have need of assistance from Student Financials analysts use SFHelp@umn.edu and use the webform at https://intranet.asr.umn.edu/osf/Fa_Help/ for assistance from the Financial Aid analysts.

1098-T forms were mailed starting January 28. All eligible students should have been mailed one between then and January 31.
The Student Financials team is also busy with the release of the new Tuition and Fee Management System. This system is used in the budget process by colleges' financial staff to get next year's fees ready for approval. Questions can be sent to SFHelp@umn.edu.

Policy discussion
Tina Falkner continued the discussion on the grading and transcript policy on sections of the policy that related to both undergraduate and postbaccalaureate students. She asked if it would make sense to have a separate policy on grading for undergraduates and graduate/professional students. Sue Van Voorhis noted that it would be important to be clear on definitions for when an undergraduate student is taking a graduate course and the reverse situation. The group indicated that they would be in favor of breaking apart the policy for undergraduate and post-baccalaureate students.

Tina Falkner asked the group if they had a clear understanding on the difference between the grades X & K and when it is appropriate to use them. There was a group response of “no.” Tina said that some instructors seem to be using them instead of an I. Another case of an X being used is when instructors believe it is appropriate because students use the information delivered in the fall course for the spring course (in a series). Tina questioned the usefulness of having this grading option. Sue Van Voorhis noted that in Veterinary Medicine and Dentistry, for example, they have year-long courses.

Several people then mentioned how they see these grades being used. One person mentioned that instructors will use these grades because they don’t lapse as the I does. Tracene Marshall asked if it would be possible to have K and X lapse as well. Tina Falkner said that about five years ago, there was a proposal to have blank, K, and X grades lapse, but it wasn’t approved. Terri Tuzinski noted that PeopleSoft only allows one incomplete grade, so that if those grades lapse, it would require a customization to the system.

Wachen Anderson said that not having these grades lapse is a problem when a student leaves or a faculty member leaves and the student then asks for a transcript and it's still there.

Frank Blalark noted a need to clearly identify which courses can use these grades. Laurel Carrell said that X is for when course goes beyond when grades are due, K is for a sequence so when they complete the sequence, they get a grade for both. The option, however, is in the regular A-F grading basis so there is nothing really to stop an instructor from using these grades.

Mary Ellen Shaw asked how these grades affect financial aid satisfactory academic progress. Aileen Lively said that blank, I, K, and X are treated as attempted, not completed.

Mike Gallegher said the Law School has many year-long courses. The grade the student receives in the spring is the grade for both fall and spring. The problem they encounter is when the student doesn't completed the spring course (e.g., the student leaves). In those situations, the student receives a W for the fall course. Katherine Murphy asked if anybody else is able to post a W like this. Sue Van Voorhis noted that the Law School works directly with ASR because situations like this need to be with a true sequence course and echoed Frank Blalark's earlier comment regarding the need to clearly identify these courses.

Enterprise System Upgrade Program

Program update

William Dana said that IDP sessions start on Wednesday and go through August. This is the University's opportunity for change. After this phase is completed, it's more technical work: developing and testing so we can go live. In this phase we'll see how the new version of PeopleSoft will work for us.

Portal update

Julie Selander said that over the past year, the Portal leadership team has developed a business case, researched other portals, had a workshop from a vendor who specializes in PeopleSoft portal implementations, and created a governance structure approved by the executive committee. The team adjusted a bit this past fall and now has a broad representation of leaders at all campuses. This new team has had several retreats, developed stakeholder principles and has built a strategy for building a community of engagement for the portal project. The team is planning for the next phase of work: the Plan & Discover phase and the first thing for this phase is the Portal Kickoff scheduled for Feb 4, 2-4 p.m. This event will be highly participatory with a wide cross-section of stakeholders. There are currently 560 attendees expected across 7 locations around the state. RAC members are highly encouraged to attend and be involved. The Portal team needs input from RAC members for this project to better understand the needs of staff that work in collegiate units, as well as their perspective from working with students. Portal progress can be found at z.umn.edu/umnportal and feedback and ideas can be submitted to umportal@umn.edu

Stacia Madsen asked if there was somebody on the Portal team representing postbaccalaureate education. Julie Selander said there wasn't somebody specifically representing that stakeholder group. The team was getting rather big, so they decided to streamline the team and have a lot of opportunities for participation from stakeholders.

ECAS/Catalog discussion

Aileen Lively introduced the lead consultant for student records from CedarCrestone, Dan Doremus. She then showed the current course catalog on One Stop. This catalog's source is ECAS. The recommendation is that PeopleSoft be the source of truth for the course catalog. Aileen Lively went over the fields available in both ECAS and PeopleSoft.

In ECAS, the required fields are: Department, College, Course Designator and Course Number, Course Title, Credit range, Maximum credits if repeatable, Grading Option, Course equivalencies, Prerequisites, Description, Term and Year Offered, Liberal Education Requirement after title.

The information that is available in PeopleSoft: Department (self-service 9.0 = Academic Organization), College (self-service 9.0 = Academic Group), Course Designator and Course Number (9.0 = same), Course Title (9.0 = same), Credit range (9.0 = Units), Grading Option (9.0 = Grading Basis as Student Option), Course equivalencies (Enrollment Requirement), Prerequisites (Enrollment Requirement if in requirement group), Description (9.0 = same), Term(s) and Year Offered (self-service 9.0 = Course Typically Offered), Liberal Education Requirement (self-service 9.0 = Course Attribute).

Items in ECAS, not in PeopleSoft: Maximum number of credits if repeatable, Prerequisites or course equivalencies that are Course Notes.

Items in PeopleSoft, not in ECAS: Course Components, Campus (in 9.0). Added benefits of using PeopleSoft as the source of truth is a View Class Sections link for specific term.

Someone from the School of Journalism and Mass Communication asked if requirements entered in ECAS would still be honored. Aileen Lively said they would be so long as the requirements are listed in PeopleSoft as a course equivalency group and not just as a note. Frank Blalark asked the group why there would be a need to note a requirement without having it listed in PeopleSoft. Someone said that their program requires a general biology or general chemistry course, but since they deal with transfer students, there isn't always a 1:1 match. Someone else mentioned this is often the case for postbaccalaureate courses because students do coursework at other institutions and there aren't direct equivalencies that can be enforced by the system. Tracene Marshall mentioned that faculty believe these requirements are being enforced, but they aren't.

Frank Blalark noted that it is a business requirement that once an exception is made, they can go forward. Dan Doremus asked about the nature of exceptions and where they are stored. Aileen Lively said that AP (Advanced Placement) exceptions are stored in DARS and APAS. Dan Doremus asked if there were a lot of exceptions that are AP related. Someone from the Math department noted they have some exceptions that are based on a placement exam. Aileen Lively said that placement exams scores could be a requirement in PeopleSoft 9.0. Dan Doremus noted that even a particular score on the exam could be the requirement, but it is dependent on the data being in the system.

Vicki Field noted that "soft prerequisites" are used a lot more in the grad level than in undergrad because of the many different ways that a student enters a student program and asked that the team be sensitive to that. Aileen Lively said it will be a business requirement, but the team will then question the need for it to be a separate field or if including it in the course description would satisfy the requirement. Katherine Murphy pointed out that descriptions don't show in the class schedule, so the student wouldn't see them there. Frank Blalark said that the business requirement would need to be that the requirement (prerequisite) would need to be listed in several places.

Someone noted that at the undergraduate level, there are also recommendations and asked if there a way to enter that as a note? Aileen Lively said that there is a way to enter it on the class level, but it would be a modification on the course level.

Laurel Carroll also said that Student Learning Outcomes are also needed information in the system of record and that it is an issue for accreditation.

Graduate education agenda items

<u>Announcements</u>

Time extensions

Stacia Madsen said that the process for time extensions changed effective the first day of the term. An email was sent out and the forms went live. Now GSSP just enters data and sends the student an email with the approved form attached. Programs must communicate the approval or denial (and stipulations) to students.

Someone asked if the process just stops when the request was denied. Stacia Madsen said that GSSP still receives a copy and it is uploaded to Image Now.

Katherine Murphy asked for clarification on who should be communicating the approval or denial to the students. Frank Blalark said that the student needed to learn the answer to their request from someone other than GSSP.

Someone asked if GSSP was tracking time extensions granted before this. Stacia

Madsen said not for masters, just doctoral. GSSP would be able to put it in the student's file and update PeopleSoft.

ApplyYourself system issues
Dean Tsantir said that there had been some recent issues with ApplyYourself. Many departments and applicants weren't affected, but graduate admissions was. ApplyYourself has taken the complaint seriously and they will make sure it won't happen again next year.

International admissions resources
Dean Tsantir reminded the group that there are resources to help with international transcripts. See the graduate admissions toolkit and click on International Grading Standards . Or, for specific transcript or grading scale questions you can call the admissions officers Jim Rowan or Laurie Hoppe anytime. Their contact info is on the toolkit.

Preliminary written exam demo
Stacia Madsen and Eric Eklund demonstrated the preliminary written exam form. Stacia reminded the group that this is not an approval process. It is a communication tool.
This is not an approval process, it is a communication tool.

Stacia Madsen pointed out a new "pass with reservations" option. The same form will be used to remove the reservation later. Someone asked if the explanation has to be written up if a student was passed with reservations. Stacia Madsen said no. That should be an internal process and the form is just to document the reservations and the removal of reservations.

Jessie Eastman asked if the note field could be used to communicate the reservation. Stacia Madsen said that a separate communication would be needed for that. Frank Blalark added that the notes field is not stored.

Someone asked when this form would go live. Stacia Madsen said the end of February or early March.

Someone asked if this is a PLC-initiated form. Stacia Madsen said it is.

Someone asked if this is an instantaneous process. Stacia Madsen said that it is not, but there is a backup if the exams overlap.

Faculty role list demo
Renae Faunce demonstrated the faculty role list about to be launched. This list replaces the Graduate School's faculty list. If a role is set to expire, a best practice would be to always use the same date and add a reminder to your calendar to review. The reason for this is that there won't be reminders sent before the expiration date. Another thing to be aware of is if you select "save and add another," you will remain in the same program.

Someone asked about sorting the list by name. Renae Faunce said it is set to sort by first name. The was consensus from the group that sorting by last name would be preferable. Renae said she would relay that feedback.

Katherine Murphy asked how the list works with faculty who have the same roles in multiple programs. Renae Faunce said that the faculty would have to be entered separately for all programs. She noted that there will be an initial work effort to populate the list (and that this is a good opportunity to clean up data), but maintenance will be easy. She also noted that just like PeopleSoft, people have access to update programs they don't work in, but should only update the information they are responsible for. Tina Falkner asked if there was an audit trail. Renae Faunce said there wasn't, but it is possible to add it.

Renae Faunce said that a communication will go to PLCs this week asking them to start entering data. The deadline for entering information is March 30 and PLCs should notify GSSP when they are done entering information.

Someone asked if you could search by faculty member to see their multiple appointments. Renae Faunce said yes.

Policy update
Ingrid Nuttall gave the policy update in Karen Starry's absence. Karen Starry sent out a credit requirements policy guide on February 1. Other policy guides will be finalized and should be sent out by the end of next week. Once that is done, it is the end of the first phase of policy work. The next phase will be to look at how policies are or aren't working.

Roles and responsibilities document
Anya Norton demonstrated a document that was presented at the December college coordinators meeting: Grad Ed Processes with Roles & Responsibilities (DRAFT) matrix. This document outlines the roles and responsibilities for each postbaccalaureate policy and forms.
Someone asked how they could provide feedback. Anya Norton said that her contact information is included on a tab within the document.

John Vollum asked if there would be links to the policies. Anya Norton said that hadn't been discussed, but could be done. Those in the room indicated that would be helpful.