Registrar's Advisory Committee
Monday, April 1, 2013
402 Walter Library (east bank)
9:30 a.m. - 12 noon

Present: Brooke Arnold, Rhonda Bjurlin, Frank Blalark, Danielle Bordeleau, Lori Boucher, Earlene Bronson, Amber Cellotti, Pam Cook, Sarah Cook, Pat Dahlman, Damian Damiani, Jessie Eastman, Erin Edwards, Eric Eklund, Tina Falkner, Renae Faunce, Tracy Fischer, Carol Francis, Teresa Fruen, Bill Ganzlin, Laurie Gardner, Lucy Hartel, Jeremy Hernandez, Constance Hessburg-Odland, Chris Holland, Liz Holm, Emily Holt, Lisa Hubinger, Mary Beth Iverson, Barbara Jensen, Paula Jewell, Jill Johnson, Sue Johnson, Bri Keeney, Kess Knight, Jennifer Koontz, Aileen Lively, Jennifer Love, Tracene Marshall, Meghan Mullaney, Katherine Murphy, Nan Nelson, Anya Norton, Ingrid Nuttall, Matt Nuttall, Margie O'Neill, Laurie Pape Hadley, Cathy Parlin, Cindy Pavlowski, Elyse Paxton, Kristina Pearson, Nate Peterson, Lonna Riedinger, Bob Rubinyi, Julie Selander, Mary Ellen Shaw, Kate Sophia, Karen Starry, Susan Suchy, Georganne Tolaas, Dean Tsantir, Matt Tveter, Sue Van Voorhis, John Vollum, Kathy Walter, Jessica Whitcomb-Trance, Lisa Wiley, Ellyn Woo

Undergraduate agenda items

Policy Discussion: Post-baccalaureate Certificate Plans Approved by the Board of Regents
Ingrid Nuttall asked the group if it would make sense to adopt this policy to include undergraduates? Several questions were immediately raised, including: how are student admitted to the certificate program? What are the admissions requirements (e.g. high school diploma, a certain amount of credits already completed)? What is the difference between certificate status and degree seeking status? Are there a minimum number of credits for a certificate program? Can the certificate be granted after a degree has been awarded? Would there be any issues with transfer limit requirements?

Frank Blalark asked if these certificates would be excluded from continuous enrollment. Tina Falkner said we would have to look at them separately. Ingrid Nuttall asked the group if credits should count both towards a certificate and degree program? Should there be a limitation to the amount of overlap? The group indicated that this does happen in current practice.

Overall, the group agreed it would be helpful to have a policy on the undergraduate side, however, this idea will need to be run by the various departments affected.

Repeat guidelines for Scholastic Committee
Communication regarding enforcement of this policy has been placed on the One Stop homepage, twice in the Undergraduate Update, and included in the registration queue time emails from all system campuses. An updated section on the One Stop website is now live and can be found under 'Registration > Registration Guidelines' and 'Grades & Transcripts > Grades > Repeating a course'. The updated section includes a link to a .pdf for student reference that outlines the policy in greater detail. Similar guidelines for scholastic committee to reference will be linked on the policy.

Someone asked which form do students need to fill out if they are petitioning? Students are to fill out the Academic Policy Petition found on the forms website. Tracene Marshall asked who will be responsible for vetting whether or not a course can be taken at another college or university? Tina Falkner explained that this will be a combination of the student meeting with their academic adviser and the student themselves and if necessary, referred to the scholastic committee.

Ingrid Nuttall asked the group to bring any feedback regarding the enforcement of this policy during registration to the May and/or June RAC meeting.

What dates are important for having on the One Stop calendar?
Tina Falkner said that a group is working on redoing the academic calendar on the One Stop website. She asked the group what dates should be included? Why are they important? What dates seem to be white noise? Are there any dates you would expect to find but don't? The group came up with the following list:

- Registration start date
- Degree application deadlines
- Drop/add deadlines
- 13 credit exemption deadlines
- Deadlines for petitions
- Refund schedule
- First and last day of term

Tina asked the group to think of other dates/items and bring them to the next meeting.

Associate Dean for Curriculum and Assessment coordinator (in OUE)
Sue Van Voorhis announced that Bob McMaster has hired Leslie Schiff to manage the retention graduation degree process dealing with university curriculum. Bob also hired an assessment coordinator, Steven Hawks, to assist with and coordinate the accreditation process.

Common session items

Introductions & approval of March minutes
There were no edits to the March minutes.

Announcements
Matt Tveter announced that students who have applied to graduate this spring will begin receiving emails on approximately April 17 asking them to complete any required loan exit counseling. Any questions or concerns should be directed to Student Account Assistance at stdtloan@umn.edu or 612-625-8007.

ASR-IT Update
Laurie Pape Hadley reminded the group that as the ASR analysts are working on ESUP, please be sure to contact one of the following if you need assistance:

- ASR-IT Assistance - Contact SR Training & User Support at 5-2803 or via email at srhelp@umn.edu
- Student Financials Assistance - Use sfhelp@umn.edu
- Financial Aid Assistance - Visit the online FA Help Request site at https://intranet.asr.umn.edu/osf/Fa_Help/

Also, Estimated Financial Aid Award letters are being sent to incoming students for aid year 2014 (fall 2013) for all campuses.

Enterprise System Upgrade Program

Program update

Kate Sophia said that Oracle confirmed the Human Capital Management (HCM) and Finance 9.2 software will finally be released. ESUP will move forward as quickly as possible to adopt the 9.2 environment in redesigning HR business practices and eventually the Finance workstream.

Kate Sophia provided the group with the principles and guidelines that the Student teams are using to help guide their decision-making in the Interactive Design & Prototyping (IDP) sessions happening now through October. The first are the set of principles in the Student upgrade strategy:

1. Utilize delivered 'Self-Service' functionality for students, faculty, and staff.
2. Wherever possible, use delivered PeopleSoft functionality without customization or implement the industry-standard, best-practice approach.
3. Improve or retain UM business process best-practice solutions not delivered in PeopleSoft.

Additionally, implementation partner, CedarCrestone, recommends not making the following relatively small customizations because they have downstream impacts that increase maintenance costs and may not deliver sufficient business value to merit attention during IDP:

- Field edits (validates the content or format of a field value)
- Field defaults (pre-populates a value in a field)
- Field location (where a field appears on the page)
- Labels (names a field on the page)
- Tab order (the order the tab button moves the cursor through fields or links on a page)
- Search settings (search parameters such as 'include history')

Kate Sophia reminded the group of the governance structure in place to make sure the best decisions are being made for the institution during the upgrade process. This includes functional steering committees for each module, a Program Leadership Team composed of the leaders of all projects within ESUP, an Integration Steering Committee that oversees any integration points across the work streams, and the Executive Oversight Committee. All business processes are reviewed by all of these groups before the final approval of the Executive Oversight Committee.

Sue Van Voorhis is bringing nine Student business processes to the Executive Oversight Committee this morning for final approval. The first was the process that students use to view their account details online (Student Finance module). This process is changing from a home-grown application to PeopleSoft delivered functionality. The other eight processes were Student

Records processes (PCAS, APLUS, APAS, Graduation Planner, Education Abroad System, Athlete Certification System, Min/Max Credit Adjustments, and the Degree clearance process). These custom processes will be brought forward with a technical upgrade based on the recommendation of Oracle, CCI, and the project team.

The Student Records team is slightly behind their original IDP schedule due to a discussion on how the University's Rochester campus would be technologically set up in PeopleSoft. After some investigation, it was decided to move forward with Rochester remaining a campus within the Twin Cities institution for this upgrade process.

A survey was sent out to the Student Records Stakeholder Engagement Group regarding wait lists. Tina Falkner asked what the group thought of the survey. Someone said it would be helpful to know a preferred survey completion date. Tina then asked what would be a reasonable turnaround time, and someone suggested 4-5 days.

The next Town Hall is Friday, April 12 and more information can be found via the Student Records Stakeholder Engagement Google group.

Drop consent
Aileen Lively explained a new functionality with Peoplesoft 9.0 in regards to dropping a course. This new functionality allows any section of a class to be set to require permission to drop the class (this would be for any drop at any time after enrolling in the class). The student attempting to drop their section after enrolling will receive an error message, and would not be able to complete the drop without permission.

The system currently allows for the following situations:

- Student needs to add or drop all the parts of the corequisite at once to be allowed to add or drop any of them (Note: current self-service registration does not allow the adding or dropping of multiple classes in one transaction - students can only add or drop one class at a time. Class with corequisites must be registered or dropped by a staff person in order to get into or drop out of any class that has corequisites. **9.0 self-service will allow the student to register or drop more than one class at a time, so corequisites may be more readily used in the future).**
- Student attempting to drop a class after the last day to drop without college approval- Currently there is no way a student can use self-service enrollment to drop a class, or for a college to enter permission to allow the student to do this in self-service. Drop must be processed by a staff person upon receiving documented approval.

New system (9.0) allows for three different types of permission to be added to each class:

- Requisite not met: allows a student to drop a class even if it is part of a corequisite for another class
- Permission time period: allows student to drop with permission using self-service
- Consent required: class is set to instructor or department level consent to drop

Drop permissions can be entered individually, generated from student enrollment in the specific class, or based on student-specific add permission already created. Permission to drop for requisite, consent, or time period is set on each student, and can be changed or deleted until the student uses it. An additional comment box for up to 50 characters has been added. Note: drop permissions are always student specific. Class permission numbers can't be used to drop.

Eric Eklund asked if the drop consent would prevent students from switching sections within a course. Tina replied, yes. Someone then asked how do students know who to contact if they (the student) needs drop consent? Wouldn't they contact their college or advising office? Tina explained that it will be different by college and by level (right now it says department/instructor). Tina asked the group if we still need all these levels of approvals? If we do, they could be part of a drop down (of consents), so the person entering the hold would be able to control who approves it.

Someone commented that it would be huge workload issues having the colleges/department enter the data versus sending it to the One Stop group. It was asked if this was specifically an undergraduate issue, to which Tina explained that it is for anyone who registers for that particular class, regardless of the level. Someone said that the consent is for the department offering the course; if it's not a course that they do not oversee, the student (or department) will have to work with the department offering the course. If this happens in the graduate program, students would be instructed to the workflow gen, which may alter the workflow.

Portal update
Julie Selander said there are four remaining "Design Thinking Workshops" (two at UMN-TC) from now through mid-April. The portal team partnered with the College of Design to lead participants through a process of observation, brainstorming, synthesizing, prototyping, and evaluating towards the goal of identifying and ranking possible design elements and portal features. No experience necessary and this is a three hour time commitment; space is limited and registration is required.

The project is currently in the "plan and discover" stage (click here to find the Portal Process Flow, under "What's Happening Next"), and the team would greatly appreciate any input from RAC members. Please visit the portal project website for up-to-date information on the portal project. If you are unable to attend any of the Design Thinking Workshops, the portal team still values your input. Please fill out the online feedback form at http://z.umn.edu/portal (click on the link under "Join the Conversation") or email umportal@umn.edu if you would like the committee to speak to your group.

Decisions/recommendations update
Frank Blalark asked the group if it would it be useful to see what these recommendations actually are and what they mean. The team has a modification tracker that captures information on what is being retained, what is being customized, and what is moving to delivered functionality and this can be shared. The group indicated this would be useful.

Policy Discussion: Directed Study, Directed Readings, and Directed Research Courses
Ingrid Nuttall reminded the group that this policy discussion is a continuation of a comprehensive review process of all policies. She then asked the group if this particular policy is

still relevant? Does the group receive specific questions related to this policy? An overwhelming 'no' from the group.

Someone asked if there is a separate policy that deals with independent study? No, there isn't. Should we pull out some of this language and say for undergraduates only? Graduates only? As it stands, it applies to all students, graduate and undergraduate.

Someone asked how this policy is enforced. Ingrid explained that it is enforced through registration and the contract between a student and the instructor can happen differently. Do we need a consistent contract so there is a common practice?

Danielle Bordeleau said this may be burdensome on the student or the faculty who have to fill out the form every semester or for every class. Maybe show where the important language might live?

eEducation

Bob Rubinyi gave an overview of eLearning at the U of M, and defined eLearining as the use of technology to support teaching and learning. The Provost's vision for eLearning consists of improving the quality and availability of educational programs by:

- Improving the undergraduate teaching and learning experience by targeting selected programs and courses for enhancement and/or redesign
- Supporting increased graduation and retention rates by giving undergraduates additional scheduling flexibility through redesign of high demand classes into an online format
- Providing graduate and professional students with alternative access to select post-baccalaureate programs by offering them in an online or blended format
- Improving access to University of Minnesota continuing education and non-credit offerings for professionals and lifelong learners
- Exploring the potential of emergent technologies by offering a limited number of massively open online courses (MOOCs) to a broad-based national and international audience

Steps taken by the Provost:

- **September 2012** – Appointment of faculty liaison
- **October 2012 –** Release of Undergraduate RFP
- **December 2012** – Creation of Office of eLearning
- **February 2012** – Launch of MOOC Project
- **February 2012** – Faculty Committee on Academic Technology initiated

Bob also provided the group with the mission of the Office of eLearning (a unit of the Office of Undergraduate Education): provide leadership, working collaboratively with academic and support units, to improve teaching and learning University wide through the appropriate use of eLearning.

There are now over 1,400 sections of fully online courses. Unique enrollments in online learning in the U of M system have increased 5% from last year; duplicate enrollments have increased 9%.

The University is using a federated approach to eLearning with academic units responsible for initiating courses and programs; the Provost's Office providing strategy and direction, and a collaborative support model which includes units such as OIT, the Libraries, and the Center for Teaching and Learning. OeL is also addressing U of M compliance with state regulations affecting online learning, and is participating in efforts to promote a national reciprocity structure so that the University can provide online offerings more easily to students in other states.

Graduate education agenda items

Faculty Role List database
Amber Cellotti said the deadline to enter data was Friday, March 29. However, data can still be entered, but please email grad-wfg@umn.edu when you have completed entering the data. The database will be rolled out April 8. If data has not been entered, the student will see a message indicating the data was not entered and to contact the graduate program for more information.

Graduate Degree Plan best practice
Amber Cellotti said an email was sent last week including the dates and times of the sessions:

- Friday, April 5, 9:00-10:00 - 145 Nicholson
- Monday, April 8, 2:30-3:30 - 1-149 Carlson School
- Thursday, April 11, 11:00-Noon - 395 McNeal Hall

These sessions will serve as a formal kick-off for reviewing the graduate degree plan accountability and making sure the degree plan complies with graduate education policy.

Prelim Written check-in
Amber Cellotti asked if there were any comments/suggestions regarding the prelim written workflow. There were no comments from the group.

Moving WorkflowGen to CDEV
Eric Eklund explained that anything moving forward should be done on the new enterprise server. Eric is working on closing the old server so people cannot access it.

Change of status (adding a master’s while pursuing a PhD)
Amber Cellotti explained that students on the PhD track must officially be active in a master’s degree plan in order for them to initiate their master’s final examination committee. The student must submit a degree plan for their MA or MS as early as possible as to not delay the completion of their degree. If the master’s degree is in the same major as the PhD, the student must submit a graduate degree plan. If the student is completing a MA or MS in another program outside of their major, they must complete a change of status. If students are pursuing the master’s degree on the way to PhD, programs must assign an adviser for the master’s degree, even if it is the same adviser for the PhD.

Grad Admissions Updates

Dean Tsantir said the enrollment module will now ask students why (or why not) they accepted their offer to the University of Minnesota. For students who did not choose UMN, what school will they be attending? For students who did choose UMN, was/is the portal helpful?

Under ‘Graduate admissions toolkit’ > ‘Apply Yourself’ > ‘Tutorials & other AY info’ is relevant information to students who are admitted (e.g. registering, housing, etc.). The Apply Yourself performance issues have been addressed and there will now be troubleshooting help during the busiest times (December and January). If you are interested in fixing up your portal cell, call the Office of Graduate Admissions at 612-625-3014.

Dean asked all content providers to give their feedback regarding the next version of the portal. There are two listening sessions for portal content reviewers: Thursday, April 11, 1:00-2:00 in Room 114, STSS and Friday, April 19, 1:30-2:30 in Room 114, STSS.

The University will continue using/maintaining UM Reports as it gives admissions data that can be accessed outside of Apply Yourself and Peoplesoft.

Please watch your email for a survey on UM Reports, a portal session invite/survey, and an enrollment module tutorial.