EDUCATIONAL POLICY COMMITTEE (SCEP)
MINUTES
SEPTEMBER 9, 2015

[These minutes reflect discussion and debate at a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration, or the Board of Regents.]

[In these minutes: Review of committee charge and meetings, Overview of the policy review process, Undergraduate Initiatives, Graduate Education plans for the years, Amendments to two administrative policies - Makeup Work for Legitimate Absences and Mandatory Attendance at First Class Session and Consequences for Absence]

PRESENT: Sue Wick (chair), Nicola Alexander, Michael Anderson, William Dammann, Stacy Doepner-Hove, Gayle Golden, Jennifer Goodnough, Karla Hemesath, Ken Leopold, Keith Mayes, Alon McCormick, Robert McMaster, Savio Poovathingal, Henning Schroeder, Rachna Shah.

ABSENT: Lauren Lindquist, Hamza Musse.

REGRETS: Elaine Darst, Nevin Young.

GUESTS: Suzanne Bardouche.

OTHERS ATTENDING: Belinda Cheung, Leslie Schiff, Stacey Tidball.

1. WELCOME, INTRODUCTIONS, REVIEW OF COMMITTEE CHARGE, AND FUNCTIONING OF COMMITTEE MEETINGS

Professor Sue Wick welcomed members to the first SCEP meeting of the year and introductions were made. She then noted that meetings will include topics from both undergraduate and graduate education. There is an expectation that members will be required to spend time prior to meetings reading material and reviewing proposed policy changes to move some items through in a more timely fashion.

2. DISCUSSION OF UNDERGRADUATE INITIATIVES FOR THE YEAR

Robert McMaster, Vice Provost and Dean of Undergraduate Education, stated that there was a retreat in August to discuss big issues facing undergraduate education. He then provided updates on the following eight topics.

Transfer Students and Restructuring
One-third of the University's students are transfer students, including 2800 from MnSCU. The Regents have discussed the size of the transfer population and feel that it should be a large piece of the overall student population. The University is redoubling its efforts to serve these students better, including finding new funding sources to supplement federal Pell grants and state grants and the University of Minnesota Promise Scholarship. 38 percent come to the University after finishing their first two years at a community college, which provides them the benefit of having paid lower tuition in their first two years. .

An issue for transfer students is that many want to live on campus but the University has such limited residence hall capacity that there is almost no space after 5700 freshmen are offered housing.

The University needs to develop metrics for transfer students to illustrate their success. There is now a way to track students who leave the University and enroll somewhere else.

Q: How many inter-campus transfer are there?

A: There are three types of transfer students – from outside the University system (NAS), inter-campus (IUT), and inter-college (ICT). He did not have numbers at the meeting for the size of each population.

Q: How many NAS students come to the University with a two-year degree?

A: The University does not track how many already have a two-year degree.

Enrollment Management
The University has an Enrollment Management Executive Committee, co-chaired by Rachelle Hernandez and Peter Radcliffe. The committee's major projects in the past have focused on first-year retention and the six-year graduation rate. Vice Provost McMaster and Provost Hanson met with every undergraduate college in August and September, and will hold a retreat in two weeks, including the Provost and President, to discuss short and long-term plans. Topics will include the overall size of the undergraduate student body, the balance between freshmen and transfer students, residents versus non-residents, balancing enrollments among colleges, and areas to emphasize. They will also be discussing metrics for the fall 2016 class and financial aid packaging.

Q: Does a student's financial aid package depend on whether they apply early or late for financial aid?

A: Most students apply early to take full advantage of scholarship funds. Estimated financial aid package are determined by the University in March and then finalized in the summer, after tuition rates have been finalized for the upcoming year, to address additional student needs.

Q: Are there more under-represented students at the University?

A: Yes, based on multiple dimensions of diversity.

Q: Can the University attract top out-of-state talent and still serve Minnesota students?

A: Yes. The University wants to enroll a geographically diverse student body and attract talented students from outside the state which then become the state's workforce. There will be fewer high school graduates in the upper Midwest in the coming years, so outside recruitment will be key. The current twin cities campus undergraduate population is two-thirds from Minnesota, 14-15 percent from Wisconsin, and the rest from across the United States and the world.

Advising
An undergraduate advising task force was started this summer to review all aspects of advising – current strategies, delivery methods, best practices, support and professional development, and linkages between academic and career advising. They will be creating recommendations for norms regarding advising loads and resources. A town hall is planned for the University in mid-December. The co-chairs of the advising task force are scheduled to discuss this report with SCEP at the October meeting.

Curriculum Analysis and Reform

The Office for Undergraduate Education (OUE) is more active in the role that it has with each college. Associate Dean Leslie Schiff monitors access to courses, the number of credits required for a degree, dual credit programs, minors, and Grand Challenge courses. The role of the Campus Curriculum Committee (CCC) has also evolved. They have been discussing the bottleneck in introductory Chemistry courses and will be meeting in two weeks to discuss a new Chemistry lab building.

OUE is also looking at distance learning courses as students find them hard to navigate. There will be a curriculum retreat in March that will include this topic.

Q: What about MOOCS?

A: MOOCs are not part of the University's distance learning plan.

Q: What is the University's strategy for dealing with excessive credits?

A: The University reviews all majors that require more than 120 credits and the reasons for it, such as engineering which requires 128. Music education typically requires 128-132 but most graduates have more. OUE also reviews the number of credits and the major of each graduate.

Assessment and Accreditation
The Higher Learning Commission site visit will take place on October 26-27. A report on the assessment of student learning and the student learning outcomes will be sent to the agency by the end of September.

Educational Assessment Board (EAB)
The University has joined the EAB Student Success Collaborative (SSC) to do a pilot curricular analysis of a few majors. The analysis predicts a student's path as successful or not, as well as what courses create issues for students. The goal is to help with student advising. If the first few analyses go well, the University will do the same analysis for all undergraduate majors.

Q: How will advisers hear about the results of these analyses?

A: The SCC system interfaces with APLUS.

Retention and Graduation
The University is studying why freshmen leave the University after the first term and the first year. Without this information about the "leavers," the University will not know which exact actions it can take to improve these rates to 93.5-94 percent.

Liberal Education
After accreditation is completed, the University will be reviewing what is working with liberal education requirements, what is not, and what should be changed. This process will start late fall or early spring. One component is the MN transfer curriculum which was completed 15 years ago. If the University changes its liberal education requirements, then it will need to renegotiate with MnSCU.

3. DISCUSSION OF GRADUATE EDUCATION PLANS FOR THE YEAR

Henning Schroeder, Dean of the Graduate School, walked the members through a handout on the following topics:

Graduate Research Internship Initiative

- Expand student-driven summer research internship awards to include research-based master's students
- Way to connect students with opportunities outside academic and build skills
  - Summer 2015 interns and host organizations will be surveyed this month
  - Call for application will be issued earlier in the academic year with a longer application window for summer 2016 internship opportunities
    - 2015 call had 50 applications submitted in three weeks with 24 funded
- Call for proposals to develop new, sustainable research internship collaborations
  - Multi-year opportunities
  - May draw students from various graduate programs
  - Internship may occur during academic year

Q: Will credit be offered for this work in the future?

A: There is no mechanism to provide credit now. If the opportunity was a requirement in the curriculum, then credit would be considered. However there is some sense that it might be better as an opportunity instead of a requirement.

Q: Were intellectual property concerns addressed?

A: Yes, through an agreement between the University and the host.

Q: How were participants selected?

A: The applications were reviewed by a faculty and staff committee based on what skills would be gained and criteria to be successful in their research.

2015 Graduate and Professional Student Welcome and Orientation
- Approximately 450 doctoral and 650 master's students participated
- Resources Fair included 34 University offices and departments

2015 Discovery Across Disciplines
- Showcase the work of more than 60 University interdisciplinary research centers and institutes
- Some local businesses, government, and nonprofit organizations have been invited to attend this year
- October 15, 2015, noon to 2:00 pm, Great Hall, Coffman Memorial Union

Graduate SERU
- Piloted in fall 2014
- Results will be shared broadly this fall and with SCEP at the October meeting
- Next survey in spring 2015

Academic Analytics
- Provides Ph.D. program benchmarking
- Renewed contract for 2 years
- Worked with colleges and doctoral programs to revise faculty affiliation database
- 2014-15 data release expected this fall

2016 Graduate and Professional Education Assembly
- Next assembly will be in spring
- Proposed topics include:

o Future of the doctoral dissertation (http://www.cgsnet.org/cgs-teams-proquest-explore-future-doctoral-dissertations?utm_source=CGS+News+Network&utm_campaign=356b9ba032-CGS_News_Network_6_18_2015&utm_medium=email&utm_term=0_5fa324a391-356b9ba032-88927657)
o Promoting interdisciplinary in graduate education
o Building and sustaining diversity in graduate education

A member noted that one possible topic is the non-uniformity and expectations in preliminary examinations, as well as the purpose of this examination.

4. OVERVIEW OF EDUCATIONAL POLICIES AND SCEP POLICY REVIEW PROCESS

Suzanne Bardouche then reviewed the Policy Office website with members, noting that there will be both undergraduate and graduate policy revisions coming to SCEP this year. Some changes will be due to comprehensive review, which is a process by which all policies are reviewed every four to five years, and other amendments will be to address a concern. There are 23 policies for all students, 13 for graduate students, and 17 for undergraduate students. She noted that the policy title states the campuses to which it applies. Most policies apply to all campuses except Duluth, as their faculty are unionized, and they have developed campus-specific policies.

Proposed policy changes typically involve consultation and discussion with groups such as the RAC (Registrar's Advisory Committee), advisers, graduate and/or undergraduate deans, and others, as relevant to the specific policy. Minor changes and clarifications, such as adding an FAQ, come to SCEP for information. Moderate or major changes, such as adding a new policy, come to SCEP for review and approval.

As was done last year, most policies will be vetted online before they are brought to SCEP for discussion or action. The online process will allow members to ask questions and be provided with responses prior to action at meetings.

5. APPROVAL OF AMENDMENTS TO TWO ADMINISTRATIVE POLICIES

Makeup Work for Legitimate Absences
Suzanne Bardouche noted that a subcommittee of SCEP members and one student from MSA worked over the summer on three proposed policy changes brought to SCEP last spring. In addition to those changes, the flow of the policy statement was updated and some FAQs were clarified.

Mandatory Attendance at First Class Session and Consequences for Absence
Suzanne Bardouche stated that this policy was up for comprehensive review. As part of that process, time was devoted to reviewing the language for online courses to find the best way to describe them in the policy.

Members made the following comments:
● Students may miss too much the first day to be able to succeed in the course
● One reason to dis-enroll a student is to allow someone on the wait list to register
● All students receive an email reminder and one in MyU regarding first day attendance
● Policy allows faculty to not allow a late add to a course as well as to dis-enroll a student who did not come to the first class session

It was determined that a vote would be taken on both policies via the online system.

6. OTHER BUSINESS

With no further business, Professor Wick thanked all members for attending and adjourned the meeting.

Becky Hippert
University Senate