

Registrar's Advisory Committee  
Monday, October 7, 2013  
Walter Library, Room 402 (East Bank)  
9:30 a.m. - 12 noon  
Prepared by: Elyse Paxton

**Present:** Rhonda Bjurlin, Frank Blalark, Caitlin Boley, Danielle Bordeleau, Lori Boucher, Angela Bowlus, Carla Claussen, Pam Cook, Shannon Dahl, William Dana, Jane Delehanty, Robin Dixon, Stacy Doepner-Hove, Jessie Eastman, Tina Falkner, Renae Faunce, Tracy Fischer, Bonny Fleming, Jennifer Franko, Michael Galegher, Kate Gallagher, Laurie Gardner, Stacey Grimes, Kevin Havard, Jeremy Hernandez, Constance Hessburg-Odland, Lisa Hubinger, Jill Johnson, Kess Knight, Sarah Kussow, Stephanie Lawson, Pa Lee, Aya Maruyama, Heidi Meyer, Amanda Miklik, Leah Milojevic, Mary Moga, Emily Mraz, Katherine Murphy, Nan Nelson, Ingrid Nuttall, Margie O'Neill, Laurie Pape Hadley, Elyse Paxton, Kristina Pearson, Nate Peterson, Eleanor Pijut, Rebecca Rassier, Jane Schwensohn, Mary Ellen Shaw, Deanne Silvera, Nicole Snow, Susan Suchy, Roopa Sukumaran-Bernzins, Georganne Tolaas, Matt Tveter, Sue Van Voorhis, John Vollum, Laura Walker, Anita Wallace, Susan Westcott, Jessica Whitcomb-Trance, Lisa Wiley, Ellyn Woo

## **Undergraduate education agenda items**

### Passing of Laurel Carroll

Sue Van Voorhis shared with the group the sudden passing of Laurel Carroll. Laurel was a highly respected staff member in the Office of Undergraduate Education. For more than 35 years, Laurel played important roles in numerous areas that support undergraduate education on the Twin Cities campus, including admissions, placement testing, degree requirements, curricular changes, course access, educational policy, the four-year graduation plan, and the liberal education requirements.

One of Laurel's most important and valued roles was in coordinating and supporting the operations of the Council on Liberal Education. Her dedication to the work of the committee was vital to the development and implementation of the new Liberal Education requirements in 2010. Her attention to the myriad of details, policy implications, and processes of implementation were exemplary.

A memorial event for Laurel will take place Wednesday, Nov. 20, from 3-5 p.m. in the Arthur Upton Room, 102 Walter Library.

### Student Degree Progress update

Tracy Fischer gave an update on student degree progress. The fall 2009 cohort graduation rates will be finalized in the next few weeks, and she has asked colleges to follow up with students to ensure timely degree progress. To reach our goal of a 60% graduation rate, a total of 3,229

degrees must be posted. Currently, we are 105 short of that goal.

Tracy said backdating degrees to the student's last term of enrollment is one of the changes that was discussed over the past year. Student data for the second year through sixth year cohorts will be sent to colleges. This information will help the University become more proactive regarding student degree progress. A student degree progress group with a representative from each college will be established soon to help with this initiative.

Mary Ellen Shaw asked whether summer counts toward the graduation rate. Tracy said yes.

Sue mentioned that when *U.S. News & World Report* ranks colleges, they look at six-year graduation rates over the past three years. While we have reached our five-year graduation rate the Board of Regents proposed, we still need to work toward improving our four-year and six-year graduation rates.

### CCE Non-Degree Enrollment after Suspension

Tina Falkner said the College of Continuing Education (CCE) Non-Degree Enrollment after Suspension form has not been reviewed since about 2007. The form is used for students who have been suspended but would like to return to CCE as a non-degree seeking student. Tina explained the College of Liberal Arts (CLA) has interpreted this form as a way of telling students that they are giving up their right to return as a degree-seeking student. The undergraduate policy group that Tina leads discussed this, and it was decided the form is intended for students who leave the University while suspended, have completed a degree elsewhere, and then return to the University of Minnesota to take classes as a non-degree seeking student.

Tina asked the group how many people have never seen or used this form. Most RAC members raised their hands. Tina said we want to inform students why and how this form should be used.

Jane Delehanty pointed out that returning students should contact the college that suspended them if they are intending to return to complete their bachelors degree. Tina agreed and said the form is not a backdoor way for a student to return to his or her program without going through the returning from suspension process. She also said that international students would need to work with ISSS as they normally would to return from a suspension. RAC members were encouraged to provide feedback on the form, as Tina explained policy language does not always reflect what the policy writers intended to say.

[include link to form]

### MN Transfer Curriculum

Heidi Meyer said advisers have been asking questions regarding the Minnesota Transfer Curriculum (MnTC). The MnTC is the result of a collaborative effort by all two- and four-year colleges and universities in Minnesota to help students transfer their work in lower-division general education. Heidi explained the University has clarified the policy to waive LE requirements by indicating that previous Minnesota community college AA degrees and the

Minnesota Transfer Curriculum (MnTC) must be completed **prior** to the first term of enrollment at the University of Minnesota. Many community colleges require students to request the MnTC designation on their transcript, but if there is no date of MnTC achievement, it is difficult to understand how and when a student achieved the MnTC.

Some considerations Admissions uses in determining when to post the Liberal Education (LE) waiver flag for a MnTC include the following:

- If it is clear on the community college transcript that no University of Minnesota courses were transferred back, we will add the MnTC.
- If it is clear that the AA degree was achieved prior to a student's first term of enrollment at the University of Minnesota, a student's LEs will be waived. (The AA degree is dated on a community college transcript.)
- If courses from the University of Minnesota **were** transferred to the community college, we will not add the MnTC.

Students who completed the MnTC after enrolling at the University of Minnesota may be eligible to have the policy waived, but they must fill out an Academic Policy Petition.

A RAC member asked whether students at community colleges are receiving any information regarding the MnTC. Heidi said no, as all information is located on the [MnTC website](#), and community colleges are very familiar with what courses are waived as liberal education requirements.

Tina explained that the idea is to build liberal education (LE) requirements within an associate degree so students receive the same breadth and depth of courses expected of those at the University of Minnesota.

## **Common session agenda items**

### Introductions and approval of September minutes

There were no changes to the September minutes.

### Announcements

#### *Visa acceptance for payment options*

Nate Peterson announced the University will now accept Visa credit and debit cards for online tuition and fee payments. The University's credit card processing vendor assesses a non-refundable 2.75% service fee whenever a credit or debit card is used. Those planning on paying with a debit card can avoid that service fee by paying directly from a bank account. For questions regarding the new payment option, contact One Stop Student Services at [onestop@umn.edu](mailto:onestop@umn.edu) or 612-624-1111.

#### *Dream Act eligibility*

Nate Peterson announced that information regarding the Minnesota Dream Act is available

[online](#). Under the Dream Act, undocumented high school graduates are eligible for in-state tuition rates. This does not mean, however, that they will receive resident status. The [application](#) is available through the Minnesota Office of Higher Education (MOHE). All applications are processed by Deb Wilkin.

To apply, students must submit a state financial aid application, Minnesota high school transcripts, and proof of a high school diploma or GED. If the student is a male between the ages of 18 and 25, he must also submit a selective service card. Students are advised to complete the MN Dream Act application at the same time they fill out their FAFSA.

Sue Van Voorhis said the Dream Act is for all levels of study, including undergraduate, professional, and graduate students.

Katherine Murphy asked whether students need to have attended high school in Minnesota. Nate said yes.

### *SDI Training*

Renae Faunce introduced new Academic Support Resources (ASR) training coordinator Amanda Miklik. She also announced that the Training Team recently developed an online Student Data Inquiry (SDI) training video that may be used in lieu of in-person SDI training. SDI training is necessary to be granted view access in PeopleSoft. So far, 14 people have completed online SDI training since it launched Monday, September 30.

Registration and training take place in ULearn, the University's Learning Management System (LMS). The online training video and related activities take approximately 40-60 minutes to complete and include information regarding FERPA and a short interactive quiz. Following confirmation of having completed these steps, as well as submitting the Access Request Form, access to view PeopleSoft will be granted.

Online training provides users with a self-paced environment, and it can be re-launched for future use. In-person training will still be available, but it is no longer required.

### *How the government shutdown impacts students*

Sue Van Voorhis provided the group with an update on how the recent government shutdown has affected University of Minnesota students. To date, the University is still able to pay students their financial aid and loans. For student veterans, the situation is a little more unclear, but Sue is seeking a more concrete interpretation of how these students could potentially be affected. She noted, however, that the University's 1,000 student veterans will likely only be impacted by the government shutdown if it continues through January 2014.

One RAC member asked how students will continue to be paid while the government is shut down. Sue explained the government will keep paying until funds run out.

Sue also announced that Frank Blalark has accepted the University Registrar's position with Purdue University, and his last day will be Friday, Oct. 18. Ingrid Nuttall will be replacing him as the Academic Records director of the Office of the Registrar (OTR) within ASR.

#### ASR-IT update

Laurie Pape Hadley said ASR-IT discretionary work is minimal right now due to additional staff transitioning to ESUP. For ASR-IT assistance, contact the Student Records Training & Support Team at [srhelp@umn.edu](mailto:srhelp@umn.edu). For Student Financials assistance, contact [sfhelp@umn.edu](mailto:sfhelp@umn.edu). And for Financial Aid assistance, visit the online FA Help Request [website](#).

After in-depth analysis and careful consideration, the University has decided not to invest further resources into the ADP/Cornerstone non-credit registration implementation. Examination of the delivered functionality proved that the system could not adequately meet the business need for a user-friendly registration experience or an efficient administrative experience. Work is currently underway to amend the contract. Parallel to this effort, the project team is further defining requirements in order to proceed with a new RFP and identify a solution that more closely aligns with the unique needs of the colleges it will serve.

Sue Van Voorhis mentioned the University has been working on this, as it was determined the current system could not meet the needs of the institution. The learning management system that Human Resources (HR) has will be kept, but the University is looking for a non-credit system that functions at an institution of higher education. The project is being fast tracked, even with ESUP going on, because the system being used now is an outdated platform. The aim is to find a more enterprise system. Updates regarding this project will be provided once RFPs have been received.

Sue also said another project the University is working on right now is creating a scholarship application that can be used by students internally at the University for departments across the institution with scholarships. This will be mostly designed for undergraduate students. An initial question being considered is where the tool will be housed.

#### FERPA policy and webpage update

Tina Falkner and Ingrid Nuttall presented a [first draft](#) of a One Stop web page created to explain FERPA in simple, everyday language. The aim is to take information from the [current One Stop FERPA page](#) and break it into more digestible chunks that a student is more likely to read and understand.

Items that were proposed to remove or add include the following:

- Remove the Student Information Release form
- Add forms for Amending a Record and Parent/Guest Access
- Add a link to the Regent's policy
- Add a link to a two-sided FERPA brochure

Another suggestion was to break the FAQ questions into categories based on topic or affected

audience. The group was in favor of this idea.

Tina asked RAC members what FERPA questions they typically receive from faculty and staff or suggestions for what additional information should be added. Responses included the following:

- Include a section about delegating permission (i.e. power of attorney)
- Include information about how FERPA affects academic advising
- Include information about what information can be released when sending an announcement (FERPA implications)
- Explain how FERPA relates to Student Data Privacy (SDP)
- Include a separate form used by advisors and explain why it is needed
- Explain the implications of violating FERPA

Ingrid suggested including a link to a third party FERPA brochure. She also said future drafts of the web page can be sent to RAC members for further feedback.

A RAC member asked whether there is a FERPA tutorial available. Tina said yes; it is located on the One Stop website under the [Faculty and Staff tabs](#).

### Grading procedures

Tina Falkner said a procedure will begin to be used with the 9.0 upgrade that will employ a new grade called NR (Not Reported), and the current supplemental grading process will be retired. She said some instructors submit all of their grades via the supplemental grading process so they are able to submit them one-at-a-time. The proposal being put forth is that, after the grading deadline, if grade rosters have not been set to approve a process will be run that will fill in all of the blank grades with an NR. This will allow the entire grade roster to be posted to the student's record. Tina explained it is common across the country for schools to have a non-reported grade. She then asked RAC members for their thoughts. She and Sue will also talk to SCEP about it in late October.

One member asked what will happen with the supplemental grading process is retired. Tina said if the grading period has passed, the incomplete or blank grade rosters will be "scooped up" and blank grades will be labeled as NR.

Laurie Gardner asked whether this applies to Online Distance Learning (ODL) students. Tina replied that they will follow a different process as it is understood that students in extended session ODL courses will finish courses at different times in the semester.

Mike Gallagher mentioned the law school follows a different time frame for posting grades and asked whether they are exempt from this process. Tina said the law school will be allowed to follow it's current process.

Another RAC member asked whether faculty or staff can make changes within the new process. Tina said yes, "proxy" grade access will still be available.

## Enterprise System Upgrade Program

William Dana provided the group with an update on the Enterprise System Upgrade Program (ESUP). Dennis Wenzel has been named as the new program director, and Ingrid Nuttall is the new director of academic records (and also the Chair of the Student Records Functional Steering Committee and Chair of Academic Advisement Functional Steering Committee).

The team is making fast progress in completing IDPs by the end of October. 93.1% of IDPs have been completed or are in progress. So far, 61% of modifications have been removed. Processes that have been approved included the following:

- Application Tracking (AD002)
- Application Decisions/Confirmations (AD003)
- External Education (AD004)
- Residency/Reciprocity (AD005)
- Test Score Loads (AD006)
- Aid Year & Misc Processes (FA009)
- Payment Processing (SF006)
- Self-service Enrollment (SR007)
- Administrative Enrollment (SR008)
- SEVIS (SV001)

ESUP technology tasks for October include Functional Designs (FDs), Technical Approach Specifications (TAS), and Change Requests (CR).

William encouraged RAC members to continue attending Town Halls, to inform ESUP of training and communication needs, to sign up for weekly email updates, to invite ESUP to college and departmental meetings, and to respond to invitations to test.

In February, test cycles will begin, and RAC members are encouraged to participate. During this time, teams will be working hard to write test scripts, work on business process guides, and set up security needed for the new system.

The aim is to begin end-to-end and user acceptance testing in April. Information regarding when training will occur will also be published during this time. In July, actual training will begin. All system work will be finalized in August and then a hypercare period of two months will follow to ensure everything is stable and set for go-live. The scheduled launch date is October 2014.

## Classroom Management policy discussion

Tina Falkner said in her opinion, the Classroom Management policy is more of a philosophical statement about how to support classrooms rather than a policy. After discussing with Jeremy Todd (director, Office of Classroom Management) and Sue Van Voorhis, it is being proposed to retire this particular policy and imbed select parts in other policies. Tina asked RAC members whether anyone thought the policy should be kept. Everyone was fine with retiring it.

For the Teaching and Learning: Instructor and Unit Responsibilities policy, it is being proposed to

include the letter “H” under Instructor Responsibilities, which will state that instructors are expected to leave the classroom and its equipment in good order. For the Class Scheduling policy, Tina said Jeremy feels it is important to articulate the difference between centrally owned and departmentally owned classrooms.

Ingrid asked whether the definitions of centrally owned classrooms and departmentally owned classrooms could be included in the policy, and Tina said yes.

Frank Blalark asked whether there is a place for staff to see which classrooms are departmentally owned. Sarah Kussow said Astra Schedule includes classrooms that are coded as either/or, and general purpose classrooms are listed on the OCM website.

Eleanor Pijut asked whether a link to the list on the OCM website could be included. Tina said yes, it could be included as related information or in an appendix.

Another RAC member suggested it may be worthwhile to note in the policy that there is a difference between a conference room and a classroom. This will help ensure classes are being scheduled in the appropriate rooms.

#### Office of Classroom Management updates

Sarah Kussow gave the group an update on the Office of Classroom Management (OCM). Recently, a new committee of practice called Modernizing Learning Spaces (MLS) fCoP formed. A kick off meeting was held Tuesday, October 1. The committee’s goal is to provide consistency among University learning spaces and establish a sense of structure and governance across the institution. The committee will address questions such as, “What do the spaces look like?” and “Who’s managing them?” There is a desire for more modern and active spaces and better support Bring Your Own Device (BYOD).

The committee’s criteria for success will include the following:

- An inventory of all learning spaces across campus
- Defining a high level service scope for what faculty and students require in academic technology spaces
- Creating a strategy to exact rapid change in academic technology spaces across the U
- Creating a strategy to better support BYOD in academic technology spaces that leverages the newly defined methodology to enact change in academic technology spaces
- Piloting implementation of a BYOD strategy in at least 20% of OIT owned computer labs

Upcoming projects for the 2013-14 academic review are under review. This includes replacing the ceiling in Fraser Hall 101 and 102, and replacing writing surfaces in Fraser Hall, Rapson Auditorium, and Anderson Hall 3rd floor. Accessibility on the 4th floor of Blegen will be improved, and tech upgrades will occur in the following classrooms:

- Bell Auditorium
- Nicholson Hall

- Rapson 100
- Vincent 16
- WB auditorium
- HD video conference rooms in Magrath, Peters, and Peik Halls

Scheduling U workshops will take place November 4-8, 2013. Sessions will cover topics regarding scheduling news, ESUP updates, Astra Schedule demonstrations, and a scheduler's roundtable, etc.

### Policy discussion

Vicki Field provided an overview of proposed changes to two graduate education policies. The first was the [Master's Degree: Performance Standards and Progress](#) policy. The proposed changes included the following:

- Under the "Minimum Grade Requirements" section, text would be added so the policy reads, "Courses with grades of A, B, C (including C-) and S may be included on the degree plan."
- In the following sentences, text would be added and stricken so the policy reads, "Students who have not yet filed a degree plan should maintain an overall GPA of 2.800. Students who fall below the program's minimum GPA requirement may be terminated from the program."

The second graduate education policy in which changes were proposed was the [Doctoral Degree: Performance Standards and Progress](#) policy. The proposed changes included the following:

- Under the "Minimum Grade Requirements" section, text would be added so the policy reads, "Courses with grades of A, B, C (including C-) and S may be included on the degree plan."
- In the following sentences, text would be added and stricken so the policy reads, "Students who have not yet filed a degree plan should maintain an overall GPA of 3.000. Students who fall below the program's minimum GPA requirement may be terminated from the program."

In addition, two FAQs would be added to each policy to underscore programs' ability to establish additional and/or more stringent requirements, as stated in the introduction to both policies.

RAC members provided a lot of feedback regarding policy language, and in the interest of time, Sue Van Voorhis suggested the group take a closer look at these policies again at the next RAC meeting.

The group did not have a chance to look at the language for the post-baccalaureate policy, but Vicki said the proposed changes are parallel to those of the master's and doctoral degree policies.

## **Graduate education agenda items**

### Grad Pack Delivery update

Stacia Madsen shared a graduate packet delivery update with the group. The anticipated kick-off date is Monday, October 21. Students will only be able to access the grad packet online if they meet all eligibility requirements. Those include the following:

- Active status (except dual degree students)
- Approved Graduate Degree Plan (GDP)
- Approved committee (if applicable)
- Data entry complete (including 2 business days data refresh)

Items that are included in the graduate packet include the following:

- Graduation checklists
- Application for degree
- Final exam form (except PhD, EdD, DMA)
- Formatting guidelines (except master's plan B&C and certificates)
- Deposit agreements (except master's plan B&C and certificates)

All of the exam forms, formatting guidelines, and checklists have been updated with a new look. The Application for Degree and exam forms will be pre-populated (and locked) with student, degree, and committee information. Name and address field on the application form, however, can be amended.

Students are notified once the Graduate Degree Plan is approved reminding them to initiate a committee, if applicable. The committee workflow approval email will include language to remind students to download their grad packet or schedule their prelim oral exam for doctoral students.

Program staff will not have access to download packet materials. Stacia asked RAC members what they thought of this, and people agreed they were fine with it. She also asked the group whether they wanted to be notified if a student logs in, even if it is several times a day. Members said yes.

### Update on Special Graduate Education Committee

Professor Scott Lanyon provided an update on the Special Committee on Graduate Education (SGE). The SGE Committee will mainly focus on programs offering PhD research degrees, particularly those that the National Research Council has identified as central to its assessment of graduate education in the United States. The committee is aimed at moving forward not backward, meaning they are not tasked with evaluating the wisdom of past actions. There are four subcommittees which include:

- Graduate student financing
- Facilitation of the graduate student experience and ensuring program quality
- Graduate program enrollment management

- Oversight of, and advocacy for, the visibility and quality of graduate education

The goal of the committee was to have membership representation from the top ranked NRC graduate programs, and each college with a PhD graduate research program. Individuals were selected by Graduate School staff and the FCC.

The subcommittees started meeting in late September and they will be done formulating their preliminary recommendations by the end of October. The entire SCGE will meet twice in November to consider these preliminary recommendations and to decide on the final SCGE committee recommendations. The final report will be delivered to the Provost and FCC by December 1, 2013. Such a quick turnaround is a result of focusing only on the largest issues. A short timeline also means there will be little opportunity for broader consultation and participation.

Eleanor Pijut asked whether the committee includes Rochester and Duluth. Scott said Duluth is included but not Rochester, as there are no graduate programs at Rochester.

Another RAC member asked whether Scott had a sense of what the largest issues may be. Scott replied that raising the visibility and clout of the graduate education at the University is a top priority.

#### Graduate Education update

Sally Kohlstedt said her update was not urgent and was willing to share her update at a future RAC meeting. She handed out sheet with the Graduate Education mission, vision, and values statements. This information is also available on the Graduate School [website](#).