

Senate Committee on Educational Policy (SCEP)
November 7, 2018
Minutes of the Meeting

These minutes reflect discussion and debate at a meeting of 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: Enrollment Management; Action on the Proposed 2022-23 Twin Cities/Rochester Academic Calendar; Report on Vote Results; Discussion of Read-Only Access to Canvas for Advisors; Discussion of Data on Graduation with Distinction and Honors]

PRESENT: Jennifer Goodnough (chair), Nicola Alexander, Michael Anderson, Julia Brokaw, Elaine Darst, Dan Delaney, Stacy Doepner-Hove, Gayle Golden, Kenneth Leopold, Keith Mayes, Bob McMaster, Robert Poch, Nevin Young

REGRETS: Scott Lanyon, Brian Sick, Sophia Vrba

ABSENT: Jude Goossens, Yan Liang

OTHERS: Brianne Keeney, deputy chief of staff, Office of the President; Jennifer Reckner, chief of staff, Office of Undergraduate Education; Stacey Tidball, director, Compliance, Academic Support Resources; Leslie Schiff, associate dean, Undergraduate Curriculum, Office of Undergraduate Education; Karen Starry, assistant to the vice provost and dean, Graduate Education

1. Enrollment Management

Chair Jennifer Goodnough called the meeting to order and turned the floor over to Bob McMaster, vice provost and dean, Undergraduate Education, who presented a [PowerPoint](#) on enrollment management. He emphasized the following points:

- A system-wide enrollment management plan is underway. The committee includes two representatives from each campus. They reported to the Board of Regents in June 2018, and will do so again in June 2019. The scope of the plan is limited to undergraduate enrollment only.
- Students of color, particularly Hispanic/Latinx students, will constitute more than ⅓ of the growth in new college students over the next few years. Little growth in the number of white students is expected.
- Minnesota as a state is a net exporter of students, meaning more students leave Minnesota to go to college than come here from other states. This is due in part to the state's excellent K-12 education system, which makes Minnesota residents attractive recruits for many colleges and universities. Out-migration to North and South Dakota primarily affects the Morris and Crookston campuses; for Twin Cities area high school students, the University of Wisconsin at Madison is the biggest draw.

Nevin Young asked whether the University of Minnesota system has the capacity to enroll the number of students needed to equalize migration, and whether the students currently going elsewhere would meet the University's acceptance criteria. McMaster said that Crookston and Morris especially have room to enroll more students, and their acceptance criteria for incoming students are not as stringent as the Twin Cities campus's requirements. He added that some colleges, notably the College of Food, Agricultural, and Natural Resource Sciences, planned to raise their enrollment cap in order to increase capacity. Ken Leopold pointed out that for students from small towns and rural areas, the Twin Cities campus could be intimidating. Goodnough agreed, adding that the Morris and Crookston campuses are sometimes too small, as rural high school students often seek to go to a bigger city than where they grew up, but not a place as big as the Twin Cities. She said that the Duluth campus could perhaps be attractive for this type of student.

In the interest of time, McMaster concluded his presentation and offered to return to SCEP for further conversation on the topic in the future.

2. Action on the Proposed 2022-23 Twin Cities/Rochester Academic Calendar

Next, Stacey Tidball, director, Compliance, Academic Support Resources referenced the proposed [2022-23 Twin Cities/Rochester academic calendar](#), which had been sent to members for review in advance, and asked the committee to weigh in on whether to schedule one study day (Option B) or two study days (Option A). Members agreed that there should be two study days, and approved Option A. The calendar will be presented to the Faculty Senate for approval at its March 14, 2019 meeting.

3. Report on Vote Results

Goodnough reported that on November 1, 2018, the Faculty Senate approved the changes to the Administrative Policy: [Grading and Transcripts](#) with no questions or comments. She also reported that SCEP had approved the proposed edits to the Administrative Policy: [Using Email As Official Student Communication](#) by electronic vote.

4. Discussion on Read-Only Access to Canvas for Advisors

Goodnough then initiated a discussion on a question brought to her by Professor Emily Hoover, faculty athletic representative, on whether advisors should have read-only access to Canvas course materials in order to see when students are struggling in a course. Members expressed concern about advisors looking at assignments and grades of students that are not their advisees, but other members said that advisors could already do that through A Plus, but that their professional code of ethics forbids it. Julia Brokaw commented that as a student, she would not want advisors to be able to see her assignments, as they can at times be quite personal. Goodnough added that a similar idea was proposed at Morris, and the faculty were very opposed. Instructors on the committee also expressed concern about advisors having access to grades and assignments. Gayle Golden said that the College of Liberal Education is piloting a similar idea, where advisors get an alert when one of their advisees is performing below average in certain number of courses. Leslie Schiff, associate dean, Undergraduate Curriculum, Office of Undergraduate Education, stated that this could possibly be accomplished through Canvas analytics, without giving advisors direct access to Canvas. Michael Anderson opined that, in

order for SCEP to consider this in a meaningful way, they would need a proposal including exactly what is being requested and why. Goodnough said she would inform Hoover that the committee had concerns about the idea, but would be open to further discussion. Members agreed.

5. Discussion of Data on Graduation With Distinction and Honors

Goodnough reminded members that the Administrative Policy: [*Undergraduate Degrees with Distinction and Degrees with Honors*](#) stipulates that “it is the expectation of the Faculty Senate that in general, a campus will not award degrees with honors and with distinction, in total, to more than approximately 10-15% of any graduating class,” and that SCEP “will review annually data on the number and percentage of students on each campus who receive degrees with distinction and degrees with honors.” She shared [slides detailing that data](#) (which is readily available to University personnel through the Reporting Center in MyU) and pointed out that the policy does not say what SCEP should do with the data after they review it. Schiff suggested that SCEP should decide how the committee feels about whether this should be in the policy. If members feel that it should be in the policy, there should be a conversation with McMaster to determine what action, if any, SCEP should take after review of the data.

As the time allotted for the meeting had expired, Goodnough adjourned the meeting.

Amber Bathke
University Senate Office