

**Senate Committee on Educational Policy (SCEP)**  
**May 10, 2017**  
**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 reflect the views of, nor are they binding on, the senate, the administration or the Board of Regents.*

[**In these minutes:** Enrollment Management; Update/Discussion on Makeup Work for Legitimate Absences Policy; Update on Posting Syllabi in Canvas; Timely Graduation Policy; Update on Joint Task Force for Student Mental Health; Discussion of Priorities for Next Year]

**PRESENT:** Sue Wick (chair), Nicola Alexander, Michael Anderson, William Dammann, Elaine Darst, Michelle Dobbratz, Stacy Doepner-Hove, Gayle Golden, Jennifer Goodnough, Kenneth Leopold, Bob McMaster, Lauren Mitchell, Rachna Shah, Brian Sick, Nevin Young

**ABSENT:** Keith Mayes, Yang You

**REGRETS:** Rani Bezanson, John Carlis, Vedant Goyal, Scott Lanyon

**GUESTS:** Gary Christenson, chief medical officer, Boynton Health Services; Katie Russell, assistant to the vice provost, Office of Undergraduate Education; Stacey Tidball, director, Compliance, Academic Support Resources

**OTHERS:** Lyle Peterson, policy coordinator, Office of the President; Leslie Schiff, associate dean, Curriculum, Office of Undergraduate Education;

### **1. Enrollment Management**

Chair Sue Wick called the meeting to order and invited Vice Provost and Dean of Undergraduate Education Bob McMaster to update the committee on the enrollment management plan. McMaster said that this plan had been developed during the 2015-16 academic year and approved by the Board of Regents in March of 2016. McMaster gave an update to the regents in February 2017. He explained the Board of Regents' resolution on enrollment management for 2016-21, which instructed the University to:

- recognize the distinctive enrollment strategies and goals of each U of M campus;
- attract the very best and brightest students from the State of Minnesota;
- maintain financial access and affordability;
- maintain diversity, broadly defined to include ethnic, racial, geographical, socioeconomic, and gender, in the undergraduate student body;
- maintain strong need-based (including middle-income) and merit-based financial aid programs;
- keep resident tuition and fee rates as low as possible, and set competitive non-resident tuition rates;
- ensure a high-quality student experience and timely graduation.

McMaster said that the first point in the plan is to introduce modest enrollment growth, from about 30,500 undergraduates in fall 2016 to 32,000-33,000 over time, with most of the growth happening in STEM, health, and environment majors. In terms of number of undergraduates, the University is in about the middle of its peer group. He shared the following example model for increasing enrollment.

College	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>New Freshman (NHS) Potential Targets</b>							
Fall NHS	5,880	5,825	5,875	5,925	5,975	6,000	6,000
<b>New Transfer (NAS) Potential Targets</b>							
Fall NAS	2,300	2,200	2,200	2,200	2,200	2,200	2,200
Spring NAS	860	860	860	860	860	860	860
<b>Total Undergraduate Headcount Enrollment</b>							
<b>Total UG</b>	<b>30,975</b>						<b>32,500</b>

*Note: Fall 2016 represents actual enrollment, all other figures are model estimates*

He explained that NHS stands for “New High School,” meaning new freshmen, and NAS stands for “New Advanced Standing,” referring to transfers. To build to 33,000 undergraduates, McMaster said, the University will need to enroll about 6,000 freshmen per year. However, limited on-campus housing imposes a cap on the number of new freshmen that can be enrolled.

The second point of the plan is to “admit for success,” meaning to admit students who have a strong probability of being retained and graduating in four years. To this end, the admissions team uses holistic review of applicants, while maintaining a target average ACT score of 28 or above. Holistic review means that admission decisions are based on a very careful, overall assessment of each student's academic preparation and performance, and of the additional information provided in the application. Factors such as veteran status, legacy, volunteer work, leadership, etc., are taken into account, in addition to academics. No single factor is the deciding factor in the decision. The University does not use test score cut-offs for admissions decisions or for scholarship decisions. Applicants with ACT scores of 34-35 can be denied if they are not otherwise a good fit.

Maintaining affordability and access for Minnesota residents is the third point of the plan. McMaster explained that affordability refers to stabilizing or reducing student debt, while access refers to a commitment to a broad spectrum of students, especially Minnesota students. The target is to enroll 65% Minnesota residents in the freshman class, and 68% Minnesota residents in the transfer class.

The fourth point of the plan is to emphasize quality. This requires adjusting enrollments to suit the capacity of available resources and make continued investments to provide an exceptional educational experience. McMaster provided the following table to illustrate:

	Target Goal
Housing	6,800 beds (house 90% fr, 20-25% soph, 10% fall transfer)
Advising	18 new advisors: improve advisor/student ratios to 250:1
Classrooms	Continued support for active learning classrooms
Chemistry	Additional chemistry labs and instructional staff
Academic Support	Legislative request for Student Support Center
Co-curricular	Goal for 1,000 UROPs on TC campus; new 150K for F17

He then outlined some of the student success initiatives that contribute to providing an exceptional educational experience for various groups of students:

- Center for Academic Planning and Exploration (CAPE), which coaches undecided students
- The SMART Learning Commons, which provides tutoring for the most demanding courses
- The President’s Emerging Scholars (PES) program, a four-year opportunity for select undergraduate students with diverse backgrounds and characteristics, which enrolls 525 students each year
- First-Year Programs and Welcome Week, which provides an intensive introduction to college life
- The Advising Task Force, which increased advising capacity and enhanced training and improved use of APLUS

The fifth point of the plan is to maintain a commitment to transfer students. To this end, the University will increase campus-wide collaboration around transfer student recruitment and admissions, facilitate a seamless transition through central orientation and welcome programs, and monitor specific transfer pipelines and students success. The target is to enroll approximately 33% of new undergraduates as transfer students. This percentage, noted McMaster, is higher than most the University’s peers.

The sixth point in the plan is to value ethnic, social, economic, geographic diversity. To meet this goal, the University will maintain a national and global presence to attract a broad range of students; attract, retain, and graduate students from multicultural backgrounds; be attentive to the diversity in Minnesota high schools in recruitment and admissions; and continue to build pipelines from other states and countries. Some of the 2016-17 multicultural student enrollment efforts include:

- VIP Weekend, an event for high achieving multicultural student leaders from across the state of Minnesota
- Golden Gopher Visit Days

- American Indian Visit Day
- Joining a Legacy – [Huntley House](#) Showcase
- Golden Evening, culturally specific, on-campus recruitment receptions
- Over 45 targeted high school visits and events
- Connecting Parents to Educational Opportunities (CPEO events)
- On-campus College Possible events
- Special programs outreach: Medal of Honor, My Brother's Keeper, Tazel Institute, Hispanic National Scholarship, Expanded Group Visit Program, etc.

Some of the 2016-17 national recruitment efforts include:

- Over 30 recruitment events (targeted to prospective and admitted students) in CA, CO, IA, IL, KS, MD, MO, NE, NY, NJ, Washington DC, and TX
- Over 160 high school visits
- Over 100 parent nights, panels, college fairs, presentations
- Ten counselor workshops
- In-person counselor advisory meetings

The seventh point of the plan is to support timely graduation through linking financial aid, tuition, and enrollment strategies and allocating resources to support students.

The eighth point of the plan is to adjust enrollment levels and tuition rates to provide revenues. This entails maintaining and enhancing high-quality educational programs, performing annual review of resident tuition rates, non-resident tuition rates, fees, housing rates, and total cost of attendance; while also taking the adequacy of state support, market forces, peer comparisons, and available financial aid resources into consideration. For fiscal year 2018, the University is proposing a 2% increase in resident undergraduate tuition, and a 10% increase in non-resident, non-reciprocity (NRNR) undergraduate tuition.

The ninth point of the plan is to continue need- and merit-based aid programs. This entails distributing need-based aid (including middle income) to ensure fiscal access for Minnesota students, allocating merit-based aid to attract the very best students, maintaining allocation of all financial aid at roughly 2/3 need-based, 1/3 merit-based and growing overall institutional gift aid to \$275 million.

The tenth point of the plan is to help to meet the workforce needs of the state and the world. Particular emphasis will be placed on STEM fields important to Minnesota, including food science, the health disciplines, environmental science, and merging fields and new technologies. The target is to increase the number of STEM majors who graduate from 3,300 now to 3,600 by 2020-21.

Wick thanked McMaster for his presentation.

## **2. Update/Discussion on Makeup Work for Legitimate Absences Policy**

Stacey Tidball, director, Compliance, Academic Support Resources, reported that she, Gayle Golden, and Michael Anderson had amended the Makeup Work for Legitimate Absences Policy to address the concerns of the faculty regarding the ability to request verification for absences on days when graded work, such as exams, group assignments, labs, and quizzes, take place. Anderson said that the problem remains that students can request verification for minor illnesses such as a cold or the flu from Boynton Health Service, but Boynton does not actually verify that the student was ill. It is the honor system either way, he pointed out. Michelle Dobbratz suggested that in the fall, two emails could go out: one to students informing them that it is not necessary to get a note for such absences unless requested by their instructor; and another to instructors, encouraging them not to require verification for such absences unless they have a specific reason. The committee approved the new wording, and the updated policy will go into effect in the fall.

### **3. Update on Posting Syllabi in Canvas**

Ken Leopold reported back to the committee on his investigation to determine whether it would be possible to post syllabi in Canvas once the University transitions to that learning management system. He said that it took some research, but it appeared that it would be possible to post syllabi to be viewed by individuals with x.500 login credentials. He explained that in Canvas, course information has three possible settings: course (enrolled students and instructor(s) only; institution (users with an x.500), and public. Within a course, content can be set to different levels of visibility; therefore, the course could be set to enrolled students only, but the syllabus could be set to institution. This would allow students to view the syllabus before enrolling. Leopold suggested that SCEP revisit this in the fall and perhaps draft a resolution encouraging instructors to set syllabi to institution visibility.

### **4. Timely Graduation Policy**

Tidball explained that the updates to this policy were for the sake of clarification and to reflect the institutional goals around transfer graduation time. Members made some minor suggestions and agreed that the policy changes were acceptable. No vote was required.

### **5. Update on Joint Task Force for Student Mental Health**

Wick said that the Joint Task Force for Student Mental Health had sent [its report](#) to the Faculty Consultative Committee (FCC) and the provost, and [presented it at the University Senate meeting on May 4, 2017](#). She invited Gary Christenson, chief medical officer, Boynton Health, and co-chair of the task force, to summarize the discussion at the senate meeting. Christenson said that many faculty did not seem to know about the existing resources, which highlighted the need for this report and subsequent work. Other questions and comments concerned liability issues, maintaining high academic standards, and next steps. The task force emphasized that this report is meant to be a starting point, not an end point. Wick said that the task force will talk with the Twin Cities Council of Deans regarding the recommendations, and Vice Provost for Faculty and Academic Affairs Rebecca Ropers-Huilman can talk with department heads. Leopold added that the Academy of Distinguished Teachers is creating a summer enrichment series regarding student mental health through the Center for Educational Innovation, and that it also plans to create something to add to new faculty orientation.

Golden outlined the recommendations:

- Faculty Recommendation 1: Instructors **understand the key role they play** in student mental health.
  - Instructors are not mental health providers, but they can...
    - play a role
    - act with empathy
    - reduce stigma
    - proactively reduce stress
- Faculty Recommendation 2: Instructors **adopt instructional strategies** to prevent unnecessary stress without compromising academic rigor and **provide reasonable accommodations** for students with mental health disabilities.
- Faculty Recommendation 3: Instructors **strengthen their proficiency** to respond to students in distress and refer them to appropriate resources.
  - [Seek training](#)
  - Understand the four Rs:
    - Recognition
    - Role assessment
    - Response
    - Referral
- Department/Unit Recommendation: Units **foster an environment** that promotes positive mental health and supports professional development of instructors in student mental health.
  - Leaders support faculty concerns
  - Participate in Mental Health Advocate program
  - Empower students to be part of the solution
- University Recommendation: University leaders **continue to show a strong commitment** to student mental health by
  - strengthening relevant policies
  - planning strategically
  - allocating sufficient resources.

## 6. Discussion of Priorities for Next Year

Wick asked members to brainstorm ideas for the committee to address next year. The following topics were mentioned:

- Free speech
- Communicating the work of the committee, especially policy changes
- Sexual Misconduct Policy and grievance/disciplinary policies
- Grading and Transcripts Policy
- Committee on Committees review
  - Perhaps change the name of the committee
- Workload of online courses and how to define it
- Definition of “academic credit”
- Group work - how students are graded when their work depends on others

- Preferred name statement for syllabi
- Learning space - work with Disabilities Issues Committee and Classroom Advisory Subcommittee
- Preparing future professionals - skills beyond specific disciplines
- Continue work on mental health
- Reach out to system campuses
- Learning analytics
- Liberal education
- Teacher support systems (such as the Disability Resource Center, Center for Educational Innovation, libraries, etc. on all campuses)
- System-wide enrollment management

Wick thanked members for their service over the year and adjourned the meeting.

Amber Bathke  
University Senate Office