Senate Committee on Educational Policy (SCEP)
October 5, 2016
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:** Welcome and Introductions; Review of and Action on Two Administrative Policies; Update from the Classroom Advisory Subcommittee (CAS); Student Mental Health collaboration with Senate Committee on Student Affairs (SCSA); Consultation with Student Senate Consultative Committee on excused absences for student senators; Review of Boynton Health Service proposed change to administrative policy]

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

REGRETS: Karla Hemesath, Scott Lanyon

ABSENT: John Carlis, Keith Mayes

GUESTS: Carl Anderson, director and chief health officer, Boynton Health Service; Suzanne Bardouche, assistant vice provost, Office of Undergraduate Education; Brianne Keeney, chair, Senate Committee on Student Affairs (SCSA); Trish Palermo, chair, Student Senate; Professor Maria Sera, chair, Classroom Advisory Subcommittee; Stacey Tidball, director, Compliance, Academic Support Resources

OTHERS: Becky Hippert, senate associate, University Senate Office; Leslie Schiff, associate dean, Curriculum, Office of Undergraduate Education

1. Welcome and Introductions
Chair Sue Wick introduced herself and asked members to do the same.

2. Review of and Action on Two Administrative Policies
Stacey Tidball, director, Compliance, Academic Support Resources, brought two administrative policies to the committee for review: Maintaining Course Records: Twin Cities, Crookston, Morris, Rochester and Managing Student Records.

Maintaining Course Records: Twin Cities, Crookston, Morris, Rochester is due for its comprehensive review, and was last revised in December 2009, Tidball said. She explained that the main drivers for the policy are the University's records retention policy, which specifies the length of time the University must retain course records, as well as protocol for proper destruction of these records when they no longer need to be maintained. The Family Educational Rights and Privacy Act (FERPA), which gives students the right to review their educational records, is another driver for this policy, she said. She said that the policy is working fine and she does not anticipate the need to make drastic changes. One change that was made in consultation

with the Office of General Counsel was to clarify that materials that have been returned to the student in less than 30 days need not be maintained for the full 30-day requirement. Kenneth Leopold asked whether there is any distinction between physical and electronic records. Tidball said that there is no distinction in the policy, nor in FERPA. Leopold suggested clarifying the definition of "student work." Tidball said that the intent is to make it clear that "student work" covers a broad range of items, not just tests and assignments, and said that they will look at that wording. Suzanne Bardouche asked whether this policy does, or could, apply to the University of Minnesota Duluth (UMD). Tidball responded that because of UMD's governance, they do not share in any Twin Cities educational policies, but they often mimic them, and they have a very similar policy. Gayle Golden asked about the impact of Moodle on this policy. Tidball said that information must be available to students in Moodle for at least 30 days after it is graded, and added that posting grades and feedback in Moodle counts as returning student work-- no physical copy is required.

With no further comments from members, Wick asked whether there was a motion to approve the policy. Rachna Shah made a motion to approve the policy; Leopold seconded. The committee took an oral vote and the motion was passed unanimously. Wick said that it would next go to the Policy Advisory Committee.

Tidball then drew the committee's attention to the [Managing Student Records](#) policy. The main drivers for this policy, she said, are to ensure that the University is in compliance with FERPA and the Board of Regents' policy on managing student records. She said there have not been any substantive changes in FERPA, and therefore there are no major changes to this policy. She outlined two small proposed changes to the wording: changing the first sentence to read "The University protects the rights of students with respect to *the privacy of* their education records" and eliminating the redundancy in the "Registered Student" section under the "Responsibilities" header. She said the main points of this policy are: 1) University officials are authorized to access to student educational data, provided they have a legitimate educational or business need to do so; 2) instructors must maintain privacy when distributing graded work to students; 3) students have a right to review their educational record if they request to do so; and 4) procedure for disclosing information to a third party, with permission of the student. Tidball then solicited feedback from the committee. Leopold asked whether FERPA applies to Post-Secondary Enrollment Options (PSEO) students, if they are under 18 years of age. Tidball said that yes, they are considered University students, and FERPA applies to them, regardless of their age. Wick asked Tidball to explain the provision that the University must "provide students with the right to request amendment to their education records." Tidball explained that examples of acceptable changes are clerical errors, changes in gender or name, etc., but not grade change. Dobbratz asked whether sharing grades orally is acceptable. Tidball said no, not without the student's permission, even when the intention is to share successes. Golden then asked about projecting a student's work, with advance notice to the student and no identifying factors, to the class for analysis. Tidball said that this is allowed, as long as it was not possible to connect the work to an individual student through the content or any identifiers.

Jennifer Goodnough asked whether there is training available for faculty and instructors on what constitutes "legitimate educational or business purpose" under FERPA. Morris uses the APLUS system, she said, and since faculty are also advisers, they have access to APLUS access on every student. Tidball said that Twin Cities has a training called "Public Jobs, Private Data" that

contains some minimal FERPA information, and that in order to get access to certain systems, including APLUS, employees must complete an online FERPA training. This training is accessible through the ULearn system. The decisions for access control and training required is made campus by campus, she said. There is also guidance on how to use the system and for writing comments, which are a part of the student's educational records, which means that students can request to see them. She also clarified that access can be broader than need-to-know, but that individuals have the responsibility to restrict usage to legitimate educational or business purposes.

3. Update from the Classroom Advisory Subcommittee (CAS)
Wick introduced Maria Sera, chair, Classroom Advisory Subcommittee, and reminded members that CAS is a subcommittee of SCEP. Sera updated the committee on CAS's current priority, which is to advocate for a University-wide plan with regard to learning space. She explained that in 2014-15, CAS put forth a resolution proposing a Learning Space Master Plan, which was endorsed by SCEP in April 2015. The resolution went to the Office of the Provost, who decided not to pursue it. CAS would like to rework the plan and try again to propose it.

Sera said that the active learning classrooms in Bruininks Hall are seen as a premier space and are used as a recruiting tool. She said active learning is an empirically validated teaching strategy and that the University should move in the direction of providing more opportunities for active learning. Sera added that some changes, such as simply putting round tables in rooms instead of rows, or installing chairs that rotate in lecture halls, so that students can turn around and work together, have been shown to increase student learning outcomes and are relatively inexpensive. The plan would also consider adjacent spaces, such as study space, outdoor space, foyers, etc. It is also important to consider disability accommodations when planning new space, she said; planning for this ahead of time when creating new space is much more cost-effective than retrofitting the space at a later time.

Sera also referenced the Tate remodel, which put about 2,000 seats out of use during construction, and is requiring instructors to teach on West Bank when their offices are on East Bank.

Sera said the next steps are to find out why the plan didn't go forward, and to find allies in advocating for such a plan.

Golden asked what reasons the administration gave for not moving forward with the plan. Sera said that no reasons were given.

Nevin Young asked whether there is an established protocol for getting faculty input on new classroom space, and if so, what is it. Bob McMaster said that the Office of Classroom Management (OCM) reports up to Academic Support Resources, which is under his purview, so he can speak to that part of the process. However, he said, the Capital Oversight Group (COG) has their own process, as well. The provost is involved in those conversations. With regard to OCM, said McMaster, they receive faculty feedback, but the difficulty has been that they have been under-resourced since the 2008 economic downturn. The priority has been the replacement cycle in terms of technology, chairs, etc., and there have not been a lot of resources for other classroom modifications. Young asked how, exactly, OCM gathers feedback from faculty and

instructors. McMaster said that it is mostly through email, and through CAS. Sera clarified that OCM is on board with the plan and would like to be more involved with the planning process for new classroom space.

Rachna Shah asked whether the idea is to be involved once funds have been raised and planning for a specific space is underway? Sera said not necessarily; it would be good for the plan to be considered during and even before the fundraising process. Wick clarified that this plan is in regard to general-purpose classrooms, not departmental classrooms.

McMaster said that faculty do get input; he just isn't sure exactly how the process works. For example, he said, Bruininks Hall was not originally going to be an active learning building, but due to faculty input, the decision was made to outfit the building with almost exclusively active learning classrooms. Leslie Schiff added that OCM keeps track of requests that faculty make for certain types of space or classrooms.

Shah asked whether other schools have plans for learning space. Sera said that Stanford and SUNY Buffalo have such plans. Golden asked how those schools receive feedback about classrooms; that, she said, seems to be what is missing from the equation at the University. Kenneth Leopold shared that he was on a committee in the College of Science and Engineering (CSE) a few years ago, which interviewed all the directors of undergraduate studies in CSE about what it would take to "up the pace" of education and innovation? Overwhelmingly, he said, the response was more and better space for teaching. He also said that the Academy of Distinguished Teachers conducted a survey last year, which asked, "What are your priorities for teaching at the University of Minnesota?" One of the two big needs that emerged, he said, was, again, space. Leopold offered to send these documents to Sera, in order to demonstrate faculty support for the plan.

Wick said that it still wasn't clear who has input on new classrooms and space, and how that input is gathered. She said that getting more information from COG would be a good next step, and suggested that CAS could think about making a recommendation to streamline how this feedback is collected, so that the kind of surveys Leopold mentioned get taken into account. Having this data, as well as knowing what types of classrooms are in high demand that isn't being met, would help support the initiative, she said. McMaster said that COG would be the best place to start, and suggested inviting members of COG and Mike Berthelsen, interim director of University Services, to SCEP to talk about the input process.

Wick said that informal learning spaces are also something to keep in mind, and Leopold added that study space in student residences should also be considered. McMaster informed the committee that the previous provost had made the decision that study space would be overseen by OCM, but that no new funds had been allocated to support this oversight. Wick suggested that CAS could recommend that more funds be allocated to OCM. McMaster reminded the committee that such requests could be difficult to fulfill with the current budget cuts. Members discussed the budget cuts and there was a general consensus that it was still worth asking. Shah said that often, active learning classrooms are not necessary for every class session, so it may be possible to share them between classes, rather than allocating an active learning classroom to one class for the entire semester, and this would increase efficiency. Sera agreed that there is room for improvement in ways that would not add extra cost.

Wick asked Goodnough how things work at Morris with regard to classroom space and planning. Goodnough said that they have a planning committee, but Morris would also benefit from better planning. They have some active learning components that faculty can utilize when desired, but they would welcome more active learning options.

With no further comments from members, Wick thanked Sera and Sera departed.

4. Student Mental Health collaboration with SCSA - Brianne Keeney, chair, Senate Committee on Student Affairs

Wick welcomed Brianne Keeney, chair, Senate Committee on Student Affairs (SCSA), who visited the committee to consult on student mental health. Keeney explained that SCSA's charge included student well-being, health services, and international students. Wick reminded the committee about the Joint Task Force for Student Mental Health (JTFSMH), initiated by the provost and the Faculty Consultative Committee (FCC), of which she is a co-chair. The charge of this committee, said Wick, is to look at how instructors and faculty can recognize and support student mental health challenges. SCSA's interest, she said, is broader, and Keeney clarified that they are more concerned with student welfare. She said that SCSA members have also brought up the issue of international student mental health. Golden said that this would be very important, as culturally-appropriate mental health services for students of different cultures is lacking. She added that Boynton does not offer support groups for things like anxiety, bipolar disorder, etc., which is something that could be very helpful to complement the clinical support they offer. Elaine Darst said that the National Alliance for Mental Illness (NAMI) offer such support groups, but not on campus. Lauren Mitchell said that she has heard of a program at other universities called "Let's Talk," which offers drop-in support outside of the counseling center. She said that looking at other university's treatment models would be interesting, and added that the Council of Graduate Students (COGS) did a report on services added at CIC schools, which she offered to share with the committee. William Dammann said that the student report to the Regents in May 2016 was on mental health as well, and he can also send that report. He said that Iowa is piloting having a drop-in counselor in all freshman dorms, and that Ohio State's president allocated funds for 20 new therapists last spring.

Young asked whether International Student and Scholar Services (ISSS) has counseling services. Members clarified that ISSS has counseling services, but not for mental health. They have regular advisers that do talk to students about mental health, but these are not individuals trained in mental health counseling. Michael Anderson added that ISSS often partners with Student Counseling Services (SCS). Young asked what interaction SCSA has with ISSS, and Keeney said that Gabriele Schmiegel, director, Sponsored Student Programs, ISSS, is on the committee.

Leopold said that the Academy of Distinguished Teachers (ADT)'s retreat this fall was themed around student mental health, as well, and focused on faculty/student interaction, and that that group has several initiatives getting underway with regard to student mental health. Wick suggested that SCSA collaborate with the ADT, as well.

Michelle Dobbratz asked whether SCSA's goals were more around students in crisis, or prevention and low-level mental health concerns. Keeney responded that the committee had not

yet decided that level of detail. Dobbratz said that there are a lot of resources available for students in crisis, such as the Community Outreach for Psychiatric Emergencies (COPE) program-- at the Hennepin County Medical Center (HCMC), which is a 24/7 mobile or phone crisis center, but that people don't necessarily know about them. She said that this could be a matter of connecting people with existing resources, but that mental health concerns also impact educational outcomes, and this could be a focus for SCEP.

Yang You shared that he is an international student from China, and said that Chinese students often don't go to counseling services because of the language barrier, or because they are unaware of the services available. He also said that in Chinese culture, people don't really talk about mental health, so students may be afraid to seek help. He said more outreach could help with this. Michael Anderson added that outreach around stress management would be useful as well.

Wick thanked Keeney for visiting, and Keeney left.

5. Consultation with Student Senate Consultative Committee on excused absences for student senators
Wick welcomed Trish Palermo, chair, Student Senate, who visited the committee to ask for support on the Student Senate's proposed change to the administrative policy *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*. The Student Senate proposed adding a bullet point reading "participation in Student Senate meetings" under number two in the policy statement, which outlines absences that are excused. Palermo noted that the Student Senate meetings are determined before students know their class schedules, and students have no input about when the senate meetings are scheduled.

Wick suggested rewording the change to read "student senator participation in Student Senate meetings," as although the meetings are open, a non-senator wishing to attend the senate meeting should not be excused from class to do so. Mitchell added that student representative to the Regents have the same difficulty. Golden wondered about the precedent that could be set by this level of specificity; many organizations could request such an addition. Aren't these activities covered by the last bullet point, "activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences" Nicola Alexander asked? She wondered if a statement such as "for example, student senator participation in Student Senate meetings" could be added to the last bullet point, rather than calling it out as its own bullet point. Bardouche said that the last bullet pertains to very limited, case-by-case, exemptions granted by the provost for specific groups, for specific events, such as high-level competitions or performing in a new University president's inauguration.

Wick asked whether adding a specific bullet point pertaining to student senate participation risks setting a precedent for an ever-growing list of specific examples. Mitchell said that since student senate and the student representatives to the Board of Regents are part of the official governance structure, they are different from other activities. Wick asked how many representatives to the Board of Regents there are, and Mitchell said that there are eight. Becky Hippert, senate associate, University Senate Office, said that there are 60 student senators system-wide, and that there are four to five meetings a year. Stacy Doepner-Hove pointed out that if other groups ask to add their own bullet point, SCEP can simply say no.

Shah said that she supports the change, but is concerned that if students miss three out of ten class sessions, that is a lot and could become an issue.

In the interest of time, Wick suggested that Palermo work with Bardouche to come up with the exact wording based on this discussion, and then put it on the SCEP policy site for a vote. All parties agreed. Wick thanked Palermo for coming and Palermo departed.

6. Review of Boynton proposed change to administrative policy [Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](#)
Wick welcomed Carl Anderson, director and chief health officer, Boynton Health Services to the meeting. Anderson shared Boynton's proposed change to the aforementioned policy, which is that in number seven, the words "prolonged or recurring" be added, so the statement reads "the instructor has the right to request verification for prolonged or recurring absences." The background for this proposed change is the following:

> *Last year, Boynton processed almost 7,000 class absence notes. At the busiest times of the year, Boynton processed up to 100 notes per day, requiring one whole FTE nurse which was shown to negatively affect Boynton's capacity to serve patients in higher priority areas.*

> *Boynton's Student Health Advisory Committee has expressed concerns and has focused on a change in this policy as one of their priorities. Recent conversations with University of Minnesota student government leaders reflect support by them for this change.*

> *Beginning in 2015, Boynton Health only provides letters documenting clinical contact with students prior to or on the day they were absent. Boynton cannot validate past, resolved illness and does not provide documentation for students they did not see in the clinic.*

> *The proposed change in policy will align with the message that medical documentation by a provider should not be requested for single day absences. Single absences are often related to self-limited illnesses that do not require medical attention. Self-care is generally the advice given by Boynton for these commonly occurring types of illnesses. Especially during cold and flu season, rest and fluids are most often the best remedies and they lessen the chance of students spreading their illness to others.*

Goodnough said that Morris's Scholastic Committee is opposed to this change. She said that a single absence on the day of an exam or lab is problematic, and that Morris's health services center is not experiencing this problem. She said that students can request verification by phone or email, and that it is not necessary for them to go to the clinic.

Carl Anderson clarified that Boynton also has the phone option, but some instructors refuse to accept this if the student hasn't been physically seen. He also said that even the phone requests are flooding Boynton's staff with work that really isn't necessary. Wick said that instructors should model professional respect and not question a student's illness if it is not recurring, but that perhaps the policy's FAQ would be a better place for this addition. Anderson added that there could be a caveat for exam days.

Alexander asked how "recurring" was defined, and Anderson responded that that was at the instructor's discretion. Michael Anderson pointed out that number seven is not limited to medical absences but pertains to any absence. Goodnough said that she supports the procedural component, but not a change to the policy, especially to number seven, since it does pertain to non-medical absences.

In the interest of time, Wick asked Carl Anderson if he could come back to SCEP for the November meeting to continue the discussion. He agreed, and Wick adjourned the meeting.

Amber Bathke
University Senate Office