

UNIVERSITY OF MINNESOTA

Registrar's Advisory Committee

Monday, September 10

Walter 402

9:30-11:00

Prepared by Kate Sophia

[Presentations](#)

Approval of August minutes

Approved without changes.

Announcements

Stacey Tidball introduced Jaime Wascalus, the new Chief Information Officer for ASR. Grant Clavelle retired and his last day was last week.

Graduate School initiatives and strategic plan

Vice Provost and Dean of Graduate Education Scott Lanyon presented on the Graduate School's strategic plan and upcoming initiatives. (See presentation for visual elements.)

The strategic plan was developed over the past two years and the stated initiatives are the steps to move forward with this plan. Strategic planning started with developing a short mission statement (to describe why the organization exists), then a small number of strategic umbrella objectives were articulated (this is what all other activities fall under). The initiatives are the specific things the School will do, leading to defined measurable outcomes (how the School will know they are successful). All of these is supported by values — core characteristics and principles (who they are and how they work).

Mission statement: "To facilitate and advocate for excellence in graduate education and postdoctoral training."

There are two points in the mission statement that Scott highlighted:

- The word "facilitate." The Graduate School is a service entity. Their job is to help colleges, departments, and programs be successful.
- The phrase "postdoctoral training." This is new. Previously, there was not clarity on who should advocate for postdoctoral fellows. It should now be clear that the Graduate School is responsible for the training of postdoctoral students.

The four objectives the Graduate School has are:

1. Diversity: To increase the diversity of students receiving graduate degrees and postdoctoral training.
2. Service: To provide consistently exceptional service to graduate students, postdoctoral scholars, and graduate programs and colleges/
3. Innovation: To increase innovation of best practices in graduate education and postdoctoral training. They do this by maintaining contact with national and international partners as well as looking inward to colleges and departments with positive outcomes.
4. Excellence: To advocate for, recognize, support, and reward excellence in graduate education and postdoctoral training

QUESTION: What do you mean by diversity?

Scott: Everything — though it's closely aligned with the Office of Equity and Diversity — backgrounds, educations, nationalities. Most of the questions we address in the academy are very complex. It's really important to have all kinds of people with different life experiences to look at the problem from slightly different angles. There are underrepresented populations in race, ethnicity, gender identity, and sexual orientation that are really important to work with as they have specific barriers that need to be addressed.

QUESTION: When you talk about service are you referring to only students in the Graduate School or does it also refer to students in professional programs?

Scott: The Graduate School is charged with serving graduate students and postdoctoral fellows, not professional students. However, while initiatives are developed with a focus on those two populations, professional programs and students are invited to participate. Everyone is welcome once something designed.

The strategic initiatives are the specific activities that support the mission and strategic objectives:

- Diversity
 - Cluster recruiting. One way of supporting diversity has been Diversity Of Views and Experiences (DOVE) Scholarships. There are typically 20 DOVE fellows a year. Unfortunately, this has typically ended up with one student from an underrepresented community in a program. This limits how welcoming the community can be. Cluster recruiting hopes to bring in several students at the same time so that they aren't isolated in their experiences. There is hope that this jumpstart the efforts of programs to be more diverse.
 - Also need to ensure that once students join the University, they stay and feel welcome. Working on efforts to create local communities for students of color (Community of Scholars). Alliance of Diversity is more broad, to include a wider population.
 - Faculty get exposed to diversity concepts in a video titled "Breaking Boundaries," which as recently been updated.

QUESTION: What about international vs. domestic diversity?

Scott: That is also important. For example, when researching issues related to water, how it's approached is different depending on life experience with water from home country (is clean water on tap, is it a scarce resource?). However, there is an office on campus charged with engaging international students and so the Graduate School does not lead those efforts.

- Service

- Annual reports to colleges and public data dashboards (trends on applications/offers/enrollment/time to degree). This can also include survey responses (e.g. Grad SERU).
- Working on creating online orientation. There will still be an event on campus, but students will arrive with having already completed some modules online. Modules will continue throughout the first year so that the information is delivered with it is useful.
- A new office, the Office of Postdoctoral Initiatives, will be making sure that programs offered for graduate students are also applicable to postdoctoral fellows or something separate is developed.
- Best Practices
 - DGS and Advisor training (tools to help them be more effective). All new faculty will be invited to workshop on advising. DGSs are often in the role without training, that will change. Accreditation: 2020. In the past, they have focused more on undergrad, but are starting to look more at grad, specifically learning outcomes. Survey Graduate Alumni. Hearing things like “glut of PhD” or “there are too many people with PhD.” That can be true if the thought is that a PhD is only appropriate for a career in academia (there are more PhDs than jobs in academia). But there are other career pathways and we need to connect better with that.
- Advocacy
 - Helping students speak about their work through a “3-Minute Thesis.” They are allowed one static PowerPoint slide and have three minutes to discuss what their thesis is about to a lay audience. It is a skill to interest others in your work in this way. There will be a University competition: first at the college level, then advance to University level, then regional. The competition is secondary to the experience and skill-building. The hope is that the finalists will present to the Board of Regents.
 - Correcting the differential benefits problem. There are scholars with external fellowships who have lesser benefits than those with internal fellowships
- Infrastructure
 - A new website will launch this month. The new site will align with the above goals and audiences.
 - An upgrade to the admissions system is underway.

QUESTION: Will infrastructure work include tracking fellowships?

Scott: Because those are not centrally administered, we don't always know about them. If you see something and it's not efficient and we could do better (that affect all units), let me know.

Leadership team

The graphic (in the presentation) is structured around who is being served. Audiences listed on the outside and the person in the leadership team that is most likely the best contact for that audience is in the next ring in.

Scott then demonstrated some of the data that the Graduate School hopes to make public through dashboards. The example was data obtained through the Grad SERU survey.

The Grad SERU is administered every-other spring. Next one will be spring 2019. This is the best way for students to provide anonymous feedback about their experience. There are questions about program and campus climate. Can use the responses to address climate issues, but only if the students complete the survey. Every student from an underrepresented community needs to complete the survey so that the results are included and any concerns can be addressed (as results aren't disclosed in groupings of less than 9).

QUESTION: Is this survey administered after they graduate?

Scott: No, every two years to all current students.

QUESTION: Do professional schools do something similar?

Scott: This is optional for professional schools to use, and some do. Some sections aren't applicable to professional schools (e.g. advising, research, and teaching may be very different for professional schools). Some schools are doing some surveying, but the design/usefulness/anonymity may be questionable when self-administered.

Policy Update

Stacey Tidball provided an update on policy work. (See also the presentation.)

The Grading and Transcripts and Credit and Grade Point Requirements for an Undergraduate Degree policies are now up for 30-day comment and review until September 26. Encourage people to submit comments if they have concerns. Communications are in progress about these policies.

The questions currently coming in regarding policy are on the following:

- Make up work policy
 - Medical conditions related to pregnancy are allowed. There has been a request to add to this that short breaks related to lactation are also allowed.
- First day attendance policy
 - This policy concerns students who were registered for the class at the time of the first meeting. Undergraduate instructors get a reminder about this.
- FERPA
- Canceling classes
 - ASR seeing conversation around class cancellation at the beginning of term. Really important to get this settled before the term starts so that students can replace enrollment if needed. A lot of students looking for a University policy around when classes will be canceled for low enrollment, but that is set at the college level.

QUESTION: Is there a policy for faculty if they want to drop a student for not attending on the first day?

Stacey: There is an FAQ that refers instructors to their student services or One Stop if they need to drop a student for not attending, though this is a fairly rare situation.

QUESTION: Has the incomplete policy about an I lapsing to F after one term passed?

Stacey: That is one of the policies up for 30-day comment period. We don't have an effective date settled yet. The very earliest we would see that take effect would be spring 2019. This is for undergraduate students only.

QUESTION: Can we talk about the S/N limit changes?

Stacey: Yes. There will be an update in the Advising Update. They are in APAS for fall 2018. Looking to have a bigger conversation next month.

Undergraduate education agenda items

Retention Risk Tagging in APLUS - Outreach Pilot for fall 2018

Beth Lingren-Clark provided information on a pilot program related to retention risk tags in APLUS (More detail available in the presentation.)

The “leavers’ protocol” was implemented in spring 2013. After four years of analysis, retention risk tagging was implemented last fall. This allowed advisors and non-academic units to apply a “retention risk” tag. Of students with this tag in the fall, 58 percent did not re-enroll for spring term. The average number of tags on a student was four. Based on the results of the past year, a new pilot will go into effect this fall that will encourage “just-in-time” outreach and ensure that the appropriate person reaches out to the student. This will broaden our community of care and support for students by bringing in other units (Housing, Student Affairs, etc.)

This pilot program will begin September 15 and is meant to complement the support students receive from their academic advisor. It will involve implementing a “just-in-time” response to the tags for fall entering 2018 NHS and NAS students (and the impact of this will be measured). Additional departments that could provide support may be identified.

The tags to be used for the pilot are:

- Has not found community/friends on campus
- University too big
- Want to be closer to home
- Does not feel welcome
- Living situation
- Financial Concerns

The “Financial Concerns” tag will trigger a protocol followed by One Stop.

Once a tag is applied to a student in APLUS, this is the process that will follow (draft):

- A warning will be sent to the primary academic advisor.
- A report will be created in APLUS to be able to access the list of students who have had the five identified tags applied.
- OTE will pull the report of those students with retention risk tags regularly (weekly) and look at a student’s APLUS records.
- OTE will contact the student’s advisor before any intervention (as the advisor may be more appropriate to continue outreach).
- OTE/advisor will determine appropriate referral for service.

This is currently a pilot and some details are still being determined. The pilot is designed to complement the work of the academic advisor and broaden the community of care for students. OTE will work with the primary academic advisor to determine the next steps in each situation. The outreach will vary student-to-student and will be documented.

More communication will come soon as details are finalized. Richard Campo (One Stop) and Jenny Porter (OTE) may be reaching out to you.

QUESTION: How many of the students with these tags from last year were international?

Beth: Not sure, but I can look it up. Retention with international students is actually very good.

COMMENT: We had situations where an advisor would tag the student and then the same advisor would get the warning. Would be good to improve that piece so it doesn't happen that way.

QUESTION: In the past it hasn't been clear who is supposed to follow up for each tag. Had cases where there was no follow up at all. Can we get a conclusive list on who will do the follow up for each tag?

Beth: Yes. Absolutely. There are not a lot of departments doing follow up, but we would like to broaden that. Some of that is some APLUS work (tags vs. referral for service).

Transfer Articulation & Degree Audit Project Update

Stacey Tidball provided an update on the Transfer Articulation and Degree Audit project. (See also the presentation.)

The project is still in the phase of technical implementation, but there is progress to report. The integration of PeopleSoft to Dars has been updated. There has been lots of planning around testing, including development of a testing strategy and writing test scripts. The plan for legacy data has been vetted by the vendor. There is also work underway to provide resources to system campuses, including a project position that will be posted soon. An APAS report has been run in uAchieve (this is more of an internal milestone to the project, but an exciting one to those who have been working on it).

Upcoming work will be to prioritize and update PeopleSoft data that displays on the degree audit, begin testing of Student Data Loader (SDL) and degree audit, and begin integration retrofitting. Outreach to stakeholders will also begin in the form of discussions around best practices work so that students have a similar experience with their degree audit regardless of campus, college, or program.

There will be monthly updates to RAC on the progress of this project. There will also be a way to opt in to monthly status updates from the project by email. Until then, detail is available on the project website: z.umn.edu/tada.

TES Update

Laura Butchko provided an update on the Transfer Evaluation System. (See also the presentation.)

From the January 8 launch through August 31:

- Course decisions: 1,334 [there are many more submissions]
- Median turn-around: 6 days [some as fast as 30 minutes]
- New Transferology (student) accounts: 885
- UMTC searches through Transferology: 1,247
- Programs run through Transferology: 2,736
- Number of times UMTC course matches were viewed: 28,766
- Number of other UMN campus courses evaluated: 59 [since March, can now be viewed in Transferology]

A monthly equivalency report is available on z.umn.edu/tesproject.

There are several upcoming trainings for Transferology and Transferology Lab. This can help advisors gain access to Transferology Lab and learn about how and where to access transfer equivalency information and transfer evaluation workflow status. Can sign up at z.umn.edu/tesproject

EGT Update

Emily Holt provided an update on the Expected Graduation Term project. EGTs for incoming fall 2018 students (NAS and NHS) will be added on September 18. Students who have achieved 75% or greater progress towards degree (including in progress) will have the degree checkout status of “applied” added to their Program/Plan in PeopleSoft on November 12. Please be reminded that colleges can manually adjust the EGT for students up until the time the applied status is added to their record.

Students who have been scheduled to graduate (i.e., applied status added) must use the Request to Change Expected Graduation Term form on One Stop to request to adjust their EGT. If a student is unable to make the request on their own, advising and student services staff may use the Advisor Request to Change Expected Graduation Term form to request a change on behalf of a student. The Office of the Registrar (OTR) has seen an uptick in the number of requests coming through from advising staff. As a reminder, this form is specifically for cases where students are unable to make the request themselves (e.g., on a leave of absence, hospitalized). The expectation is that students are making the request using the form on One Stop. All requests, whether from students or staff, undergo the same review process by staff in OTR.

Any questions about this process and project can be directed to Adrienne Bricker.

Meeting adjourned