

Senate Committee on Educational Policy (SCEP)
November 9, 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:** Professional School Updates; Mental Health Forum Debrief; Action on Disability Statement for Syllabi; Discussion on Absences that Occur Before a Student is Registered; Continued Discussion on Boynton Health Service Suggested Updates to Make Up Work Policy; Other Business]

PRESENT: Sue Wick (chair), Nicola Alexander, Michael Anderson, Rani Bezanson, William Dammann, Elaine Darst, Stacy Doepner-Hove, Gayle Golden, Jennifer Goodnough, Kenneth Leopold, Keith Mayes, Lauren Mitchell, Rachna Shah, Brian Sick, Nevin Young

REGRETS: Michelle Dobbratz, Mohamed Hadafow, Scott Lanyon, Bob McMaster, Yang You

ABSENT: John Carlis

GUESTS: Carl Anderson, director and chief health officer, Boynton Health Service; Belinda Cheung, assistant vice provost, Academic Affairs; Michael Huyen, ombudsman, Student Conflict Resolution; Joe Schultz, deputy chief of staff, Academic Affairs; Henning Schroeder, special assistant to the provost for professional education, Office of the Executive Vice President and Provost

OTHERS: Suzanne Bardouche, assistant vice provost, Office of Undergraduate Education; Becky Hippert, senate associate, University Senate Office; Leslie Schiff, associate dean, Curriculum, Office of Undergraduate Education; Stacey Tidball, director, Compliance, Academic Support Resources

1. Professional School Updates

Chair Sue Wick welcomed Henning Schroeder, special assistant to the provost for professional education, who gave a presentation about his new position and what his office plans to accomplish. First, he informed members that two distinct (though not separate) types of post-baccalaureate programs exist at the University: professional education-focused and research-based. He then enumerated the following themes, which are priorities for many of the 15 colleges that have professional programs:

- **Branding:** The University currently markets itself primarily as a research institution, but has outstanding professional programs as well, and these should be more visible. There are about 11,000 professional students at the University, compared to about 7,000 students in research-based graduate programs. The plan is to convene a group with representation from all colleges in order to discuss professional programs on campus-wide basis.

- Dual degrees: Which dual degree programs should and could the University create? It would be necessary to address (perceived) tuition-loss using Memoranda of Understanding (MOUs).
- Employment-based training (dual education): The Minnesota Department of Labor and Industry I has a program, and associated funds, called the PIPELINE Project, which was originally created to allow high school students who are employed at certain companies to enroll simultaneously in academic programs in four areas: agronomy, health care, advanced manufacturing, and information technology. This program would allow students to get credit toward their degree through their work, and acquire key skills and competencies identified by institutions and employers together. So far, the University has not participated in this program, but the College of Food, Agricultural, and Natural Resource Sciences (CFANS) may create a pilot program. Students would be secure in the knowledge that they have a job upon graduation, and funds from the Pipeline Project could be used to offset tuition, which would attract students for whom a college education may not have been an option. There are many potential partners in industry in the area; what is needed most to make this work is faculty buy-in.
- Diversity recruitment: This year, they are piloting a version of the [Diversity of Viewpoint and Experience \(DOVE\) Fellowship](#), aimed specifically at professional students (the DOVE traditionally has focused on research-based programs).

Regarding dual education programs, Rachna Shah asked about the projected enrollment in such programs, as well as the timeline for their implementation. Schroeder said that at this point, it is just an idea that can be suggested to the colleges. The colleges will decide whether or not to explore and implement the programs. He said he couldn't predict how many students would enroll in such programs. He added that the Minnesota State Legislature supports such programs, and suggested it could be possible to lobby for additional funding in order to create them. Nevin Young commented that the University is entering campaign season, and wondered whether professional education was one of the fundraising goals. Schroeder said that he thought that it would be part of the workforce development goal.

With no further discussion, Wick thanked Schroeder, and he left.

2. Mental Health Forum Debrief

Wick gave a short overview of the Mental Health Forum at the November University/Faculty Senate meeting. She said that Matt Hanson, assistant director, Mental Health Clinic, Boynton Health Service, gave a short version of a training on recognizing and responding to mental health concerns, and that this presentation was well received. She said that there were comments from many different directions from the floor, which provided good input for the Joint Task Force on Student Mental Health (JTFSMH). Young asked whether the increased concern over student mental health is a result of more awareness or increased need, and Wick said that it is a bit of both. Boynton has data from nationwide, longitudinal studies that show that this is a trend nationwide. Gayle Golden added that many students who may not have attempted colleges a decade or two ago, due to mental health issues, are doing so now, which is a good thing. Kenneth Leopold said that the Academy of Distinguished Teachers is also working on student mental health, and wondered how to avoid duplicating efforts with so many groups focusing on this issue. Wick said that the JTFSMH is collecting a central list of resources, and that the groups

should collaborate to avoid duplication. Lauren Mitchell recommended that individuals interested in current efforts should contact the student leaders who have been active on student mental health, as members of COGS and MSA have been involved for over a year and are aware and involved in almost all ongoing initiatives.

Leopold commented that faculty are often resistant to extensive training, but that it can be required for new faculty, and wondered if it is. Wick said that Rebecca Ropers-Huilman, vice provost for academic affairs, was willing to work with units to create such training. She said that the Center for Educational Innovation also offers training. Golden said that training around disability accommodation letters may be useful, as the expectations are not always clear and are not universally adopted. She asked whether there was a policy related to accommodation letters, and Suzanne Bardouche, assistant vice provost, Office of Undergraduate Education, said that it is more of a practice than a policy. Golden proposed that SCEP discuss integrating it into an existing policy.

3. Action on Disability Statement for Syllabi

Wick reminded committee members of the disability statement for syllabi, which SCEP had wordsmithed at their first meeting of the year. She referred members to the updated version, incorporating that feedback as well as feedback from the Disabilities Issues Committee, and opened the floor for further discussion before putting the statement to a vote for approval. Golden commented that this could be a place to specify what students can expect from instructors regarding accommodation letters. Young asked about the purpose of the statement: is it meant to be a contract, an aspirational goal, or a statement of University values? What are the consequences if the “contract” is not fulfilled? He felt that the instructor’s obligation should be more clearly delineated in the statement. Bardouche clarified that this is recommended wording, not a policy, but that it is linked to a regents policy, which specifies that instructors are to provide reasonable accommodation. She said that instructor responsibilities with regard to accommodation letters could be included in the [Teaching and Learning: Instructor and Unit Responsibilities](#) policy, which is up for review next fall. Wick suggested the committee approve the updated syllabus statement now, so that it can go on spring syllabi, and plan to reopen discussion in the spring. Stacy Doepner-Hove moved to approve the statement. Young seconded, and a voice vote ensued. The motion passed.

4. Discussion on Absences that Occur Before a Student is Registered

Michael Huyen, ombudsman, Student Conflict Resolution, visited the committee in order to discuss the administrative policy [Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](#) and how it relates to late registration. He explained that students are allowed to register for classes through the first Monday of the term without instructor permission, and instructors sometimes deny students the option to do make up work for that time, using the Makeup Work for Legitimate Absences policy to justify not accommodating absences that occurred before the student was registered for the class. Therefore, he suggests adding wording to the policy to address this issue. Wick commented that the first few days of class are critical for setting the tone of the class, and that students hoping to register should talk to the instructor and attend the first few classes until they can officially register. Huyen said that University policy precludes non-registered students attending classes, and Stacey Tidball, director, Compliance, Academic Support Resources, clarified that this refers to attending a

course without registering, not necessarily individual class sessions. However, she said, sitting in on a class a student hopes to enroll in may not be possible if the student is currently enrolled in an alternate course that meets at the same time. Shah said that a possible alternate solution would be to disallow registration in the system after a certain day, and Huyen said that was an acceptable solution. He clarified that he is not asking that students get a pass on classes missed, but that instructors be required to allow students to make up work they missed before they were officially enrolled. Shah then asked how many students this concerned, and Huyen responded that this semester, he has seen three or four such cases; he usually has a few each semester. Tidball said she thinks there are likely more, but the data is hard to gather. She said the late registration fee disincentives registering late, but it still happens.

In the interest of time, Wick suggested that the discussion continue at a subsequent meeting, and suggested that Huyen work with Tidball to come up with wording.

5. Continued Discussion on Boynton Health Service Suggested Updates to Make Up Work Policy

Carl Anderson, director and chief health officer, Boynton Health Service, returned to the committee to discuss Boynton's proposed changes to the administrative policy [Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](#), which was continued from the October 5, 2016 meeting. Since the last meeting, he said, he worked with Michael Anderson and others and made some changes in wording and added some FAQs. Wick said that the revisions still do not address the concern that this policy could allow students to miss exams or labs without verification. Further discussion within the committee revealed the need for further modifications, and Michael Anderson volunteered to incorporate the feedback and send it around for approval.

6. Other Business

Wick informed members that she is helping draft a letter from SCEP and the provost, regarding the work group that the provost charged to discuss liberal education requirements. She said the intent of this letter was to quell rumors that the work group is making changes to the current liberal education requirements. The work group is simply investigating whether changes are needed, she said, not making any changes.

In the interest of time, Wick adjourned the meeting.

Amber Bathke
University Senate Office