

4-7-2014

## Scholastic minutes 04/07/2014

Scholastic Committee

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**Scholastic Committee**  
**2013-14 Academic Year**  
**April 7, 2014**  
**Meeting Twenty-one Minutes approved**

**Present:** Jennifer Goodnough, chair, Jennifer Herrmann, Roland Guyotte, Steve Gross, Nic McPhee, Brenda Boever, Peter Wyckoff, Chad Braegelmann, Judy Korn, Hilda Ladner, Marcy Prince, Laddie Arnold, Andrew Sletten, guests, Sandy Olson Loy, vice chancellor for student affairs, and Melody Veenendaal, program specialist for student affairs

**Absent:** Clare Dingley, Saesun Kim, James Wojtaszek

**1. Minutes review and approval**

March 4, 2014 minutes revised, approved with amendments

March 18, 2014 approved with two abstentions

March 25, 2014 approved with two abstentions

**2. Chair's Report**

The Chair reported on the brief midterm grade report shared at Campus Assembly on April 2, 2014. In response, she received one comment about Moodle, of which she assured the Assembly that midterm reports would not be exclusively tied to Moodle.

**3. SCEP Report**

McPhee, Morris SCEP representative, reported on several topics.

- A.** Policy revision: Teaching and Learning: Instructor and Unit Responsibilities  
[www.policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://www.policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html)

This topic is timely because of the classes missed during this semester due to the weather, but this policy is broader than just the weather. The policy language conversation centers on any time instructors are unable to attend class sessions. The language led some to believe that the intent was to figure out make up classes. This is not correct. SCEP's intent and the current language changes are "heading in the direction" of expectations that units will work with faculty to determine how to proceed in the event of an unavoidable, unplanned happening in the instructor's life.

- B.** SCEP heard an annual report that investigates the level of courses taught by professors, associates, assistants, and adjuncts respectively. The report reveals that an assumption that "all" lower level courses are taught by junior faculty is incorrect.

- C.** SCEP conversed at length about creating a graduate education committee beyond SCEP. Possibilities include splitting the SCEP committee, a SCEP subcommittee, SCEP reserving a fixed amount of time for graduate education topics. McPhee requests feedback from SC.

- D.** McPhee did not attend the meeting last week due to a google hangout invitation problem, but the topic was Student Rating of Teaching (SRT). He shared that he believes the physical space question has been returned to the SRT, as well as the number of hours students spend on a particular class, as before. One of the questions will be about structural technology effectiveness (i.e. clickers, etc.). Will students know what this means? McPhee stated that many do not want this question, but he believes it will be included.

**4. Petition # 1245**

Approved with one abstention.

**5. Academic Integrity report, Sandy Olson Loy, vice chancellor for student affairs, and Melody Veenendaal, program specialist for student affairs**

Academic Year	Total Incidents	Individuals		Academic Division				
		With 1 or More violations	With Multiple Violations	Education	Humanities	Science and Math	Social Science	Interdisciplinary Studies
2013 - 2014 - to date	13	13	2	3	3	6	1	
2012 - 2013 (4/8/13 to date count was 42)	56	51	8		8	29	16	3
2011 - 2012	10	10	3		1	4	5	
2010 - 2011	18	17	1		7	7	4	
<b>Total Fall 2010 to present</b>	<b>84</b>	<b>78</b>	<b>12</b>	<b>0</b>	<b>16</b>	<b>40</b>	<b>25</b>	<b>3</b>
2009 - 2010	16	14	2		4	8	4	
2008 - 2009	1	1						1
2007 - 2008	8	8			5	3		
2006 - 2007	10	8	1		7		3	
2005 - 2006	2	2			1		1	
<b>Total Fall 2005 to Spring 2010</b>	<b>37</b>	<b>33</b>	<b>3</b>	<b>0</b>	<b>17</b>	<b>11</b>	<b>8</b>	<b>1</b>
2004 - 2005	7	7			5		2	
2003 - 2004	8	8			1	5	2	
2002 - 2003	1	1					1	
2001 - 2002	10	10			3	4	1	1
2000 - 2001	1	1			1			
<b>Total Fall 2000 to Spring 2005</b>	<b>27</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>1</b>
1999 - 2000	2	2			1		1	
<b>Total Fall 1999 to Spring 2014</b>	<b>150</b>	<b>140</b>	<b>15</b>	<b>0</b>	<b>44</b>	<b>60</b>	<b>40</b>	<b>5</b>

Olson Loy and Veenendaal shared an overview of Academic Integrity procedures, presented statistics, and answered questions. Academic integrity violations have fallen significantly in the past year.

The campus, both students and faculty, have become more aware of Academic Integrity issues, procedures, and sanctions. In the past, faculty addressed situations but often did not report incidents. The campus now has much less underreporting. Many instructors include academic integrity information at the beginning of class and on syllabi. Other proactive examples include multiple versions of exams and random seating.

Academic Integrity is included in orientation. Students are also more aware of sanctions just through conversations on campus, especially after the sanctions administered last year.

Olson Loy and Veenendaal reviewed the types of incidents recorded last year, which was a high year for single and multiple incidents. A hearing can be called with a single violation, but it is usually very rare.

The question was asked if students suspended for academic violations return to Morris. Not all return, but some suspended students have returned.

It was asked what students might receive as a “restitution” sanction. Restitution could be a letter of apology or a redone assignment. Required Compliance could be mental health support; counseling; library sessions on citations, library resources, and research; college writing or language courses. Veenendaal and Henry Fulda, vice chancellor for student affairs, monitor and enforce sanctions and restitution, including administrative holds.

SC members were encouraged to review Academic Integrity information found online.

Morris Scholastic Committee website: [morris.umn.edu/committees/scholastic/academicintegrity/](http://morris.umn.edu/committees/scholastic/academicintegrity/)

Regents policy: [regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

Administrative policy: [policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html)

Syllabus: [policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS\\_APPA.html](http://policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS_APPA.html)

## 6. Transferology

Korn provided a brief overview of Transferology, the online transfer tool that replaces u.select, which was very hard to navigate. As was u.select, the new easy-to-navigate Transferology is a Universitywide effort. Korn noted the following differences between u.select, which is no longer accessible, and Transferology.

- Transferology is a public view of Morris transfer articulations stored in the transfer database.
- Transfer specialists work in the Transferology “lab” behind the scenes and not the actual Transferology student interface.
- Admissions will have access to advising and recruiting features.
- Students add their courses from former colleges with an easy-to use-catalog feature built into Transferology.
- When the student chooses, “find colleges that accept my courses,” the generated list is “ranked” with colleges with the most “accepts” at the top unless the student accesses Transferology from the Morris website. In that case, Morris always appears at the top.
- Students can submit questions to or request more information from Morris directly through the Transferology site. Kalee Nuest, transfer admissions counselor, will receive these requests.
- In addition, Transferology will provide reports to Morris that will provide insight into the number and nature of transfer courses being searched.

College Source, the vendor/creator of Transferology, plans to heavily promote this new transfer tool.

Respectfully submitted,

Judy R. Korn  
Scholastic Committee Executive Staff