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Scholastic minutes 01/28/2015

Scholastic Committee

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**Scholastic Committee
2014-15 Academic Year
January 28, 2015
Meeting Nine Minutes Approved**

Present: Roland Guyotte, Megan Jacobson, Chad Braegelmann, Hilda Ladner, Judy Korn, Brenda Boever, Jess Larson, Tisha Turk, Leslie Meek, Jennifer Rothchild, Steve Gross, Marcy Prince
Guests: Aaron Wenzel and Sarah Ashkar

Absent: Yee Thao, Laddie Arnold, Merc Chasman

1. Agenda review Roland Guyotte, chair, conducted the meeting.
2. December 9, 2014 minutes approved
3. Chair's Report
4. SCEP Report
5. Tisha Turk was unable to attend the recent SCEP meeting due to the lack of an invitation. She is waiting for the meeting minutes and will contact the appropriate party to receive an invitation for following SCEP meetings.
6. Brief Universitywide PeopleSoft upgrade update
7. Judy Korn informed the Scholastic Committee (SC) about the delay of The Upgrade. Implementation may occur in March or possibly April. The delay will affect registration, but there is a plan of action in place. All plans are tentative due to the uncertainty of the go-live date and will not be disclosed until a date has been announced.
8. Study Abroad presentation, Aaron Wenzel, ACE coordinator, and Sarah Ashkar, study abroad and exchange coordinator

Wenzel and Ashkar presented a PowerPoint presentation and addressed questions during and after the presentation. (See addendum one.)

1. What does nonaffiliated mean?
It means the study abroad vendor does not have a formal agreement with a University of Minnesota campus.
2. Hilda Ladner: What has been the impact of the Learning Abroad Center (LAC) doing most of the administrative work for UMM short-term faculty-led programs?
The \$600 administrative fee is comparable to other universities. From that fee, \$200 comes back to Morris and the other \$400 is split between the LAC and a Morris emergency fund.
3. Guyotte: What is the minimum enrollment for the short-term faculty-led programs?
The minimum is usually 12 students enrolled.
4. Guyotte: Where are the students that are participating in the National Student Exchange (NSE) program going?
They are going all over to places such as South Carolina, Hawaii, California, South Dakota, Colorado and even Calgary, Canada. The NSE is a nationwide membership that includes about 200 institutions.
5. Steve Gross: I would like a sense of the demographics of students participating in study abroad. Do you have any data on that?
The Study Abroad office does not have that data, but there should be a way to get it.
6. How does the Morris Scholar stipend affect the study abroad numbers?

The majority of stipend awardees use it to study abroad as an enrichment experience. Some awardees use it to attend conferences.

7. Ladner: What are your aspirations to increase the diversity of the students participating in study abroad?
Cost is always the biggest challenge, but the Study Abroad office is always looking for ways to help students with needs participate. There is a national scholarship for students with Pell Grants.
8. Guyotte: Are you looking for ways to diversify where students go?
Yes, but sometimes language is a barrier. For example, it is hard to get students to go to China because the program requires them to learn to speak and write in Chinese. It is a little daunting to many students.
9. Guyotte: In what year are students studying abroad?
Mostly students are studying abroad in their junior year. There has been an increase in sophomore students participating in a full year of study abroad.
10. Jess Larson: Are you tracking the student's discipline?
Yes, but we did not bring that information with us.
11. Gross: Do you know what percentage of students is participating in study abroad for language work?
We do not have a percentage, but many are combining a language with another area of study such as French or art history.

Jennifer Rothchild commented that more women than men participate in study abroad. This led to a discussion about factors that can affect participation.

Tisha Turk wondered how many students participating in study abroad have one major versus multiple majors; and whether a second major would interfere in participation.

Larson added that tension from being away from family could also be a factor in participation. Gross wondered whether participation was impacted mostly by gender, student year, or income. Ashkar suggested that offering different levels of study within a program could increase participation by attracting majors and non-majors alike. She also suggested programs connected to a Morris course such as a freshman seminar with a built-in study abroad component could increase participation.

Addendum one
[Study Abroad PowerPoint Presentation](#)

Respectfully Submitted,

Angie Senger
Office of the Registrar