

Scholastic Committee
2019-20 Academic Year
March 5, 2020
Meeting Eleven Minutes

Present: Merc Chasman (chair), Joe Beaver, Marcus Muller, Marley Lund, Brenda Boever, Kenzie Marquette, Emma Kloos, Mike Cihak, Jenn Goodnough, Alyssa Pirinelli, Jason Ramey, Dennis Stewart, Kim Novotny

Guest: Ray Lagasse, assistant director, International Student Programs

1. Chair's Report

No report.

2. SCEP Report

No report.

3. International Student Programs presentation

Ray Lagasse, assistant director of International Student Programs provided an update on current and future international students and programs.

1. SUFE & STELLAR:

a. The SUFE contract is renewed every two years with the most recent renewal being this past summer. The major changes to the contract this year include changes to how students will register for Morris courses taught at SUFE and how they will be transcribed on the transcript. SUFE students will continue to be considered transfer (NAS) students and therefore will not be counted in our retention statistics. The vice chancellor of Academic Affairs is responsible for contract renewals. Any further questions about the contract should be directed to the Dean's office.

b. Lagasse shared the numbers of SUFE and STELLAR students that have attended in the past and those estimated for the 2020-21 academic year. The numbers have remained consistent in the past couple years, but they are still about half of what they used to be.

At least 20 of the SUFE students have already met the IELTS score required.

About 17-19 SUFE students are expected to attend STELLAR this summer. With the decrease in the number of students attending, International Student Programs (ISP) has adapted the STELLAR program to provide appropriate programming for these students while remaining financially viable.

2. International student statistics:

a. The number of international students attending UMN Morris has significantly decreased from just a few years ago. There were only 107 international students on campus fall 2019. All international students are eligible for optional practical training (OPT) after they've graduated. OPT is a program that allows international students to remain in the United States and work in their area/field of study for two years. Students can apply for STEM positions and remain in the United States for an additional two years, but they are required to report to ISP every six months to maintain their status and so that UMN Morris doesn't lose its certification to host international students. While students are participating in

OPT they are still considered UMN Morris students because their I-20 status is tied to the campus. International students can have up to 12 years of work in the United States if they alternate working and attending a university to obtain a doctorate. However, there is some rumbling from the current administration about this with the common argument being that these students are taking jobs from Americans.

- b. There were 14 international students on the Dean's list after fall 2019.
- c. The number of international students on probation and suspension has continued to decline with only nine on probation and two on suspension after fall 2019. ISP is working with the two students suspended to try and get them ready to come back to Morris. It is difficult to get suspended students admitted at other institutions due to the timing of application deadlines (usually December) and when students are placed on suspension (January).

3. Exchange programs update:

ISP is also responsible for incoming students from our exchange programs. The Academic Center for Enrichment is responsible for students going out on exchange programs. There is a challenge in balancing the number of students coming in versus those going out. One reason we see a higher number of students and semesters of students coming in from exchange programs is because some schools like Capital Normal don't offer many courses in English. The challenge with Karlstad is the negative perception of exchange students. However, Karlstad University has a strong program in sustainability and environmental issues and they are looking to provide more courses in English. Karlstad also provides our students with great service and help with housing, customer services, and academic solutions.

4. Challenges:

- a. Retention of SUFE students has always been a struggle. Students ask about transferring to the Twin Cities campus on the drive to Morris from the airport. ISP works hard to engage these students, but many are getting pressured from their families to transfer to the Twin Cities as it is viewed as a more prestigious campus. A parent's wishes must be followed in many of these cultures. We currently have a student that is pushing back on their parents because they want to stay in Morris, but it's not easy.
- b. For some students there is a major culture shock when they arrive at Morris. Our students from Pakistan fit right in as their classes back home are very similar to those here at Morris. Our other international students are used to a more urban environment with larger class sizes and focused curriculum. ISP works with these students during orientation to prepare them for a liberal arts education and its rigor.
- c. Location plays a major role in many of our SUFE students leaving. It is a huge transition going from SUFE to UMN Morris. On the other hand, students from Baghdad feel more at home in Morris.
- d. The international political climate is still tough. With the political rhetoric being used by the current administration, many parents of our SUFE students are questioning why they should send their students here. Many families are considering other options in other countries. We also have more students from Hong Kong that are siding with the government and accepting the partyline's view. ISP's role is to help students navigate those waters. Can the Twin Cities help with guidance to help protect students when they are here?

There is also a challenge with Visas being delayed for extra screening. Morris only had one student with this issue, but we may see more in the future.

- e. The emergence of COVID-19 may affect the size and scope of STELLAR or we may not have a STELLAR program this summer. The embassy in China is closed and no one can apply for a Visa. The Twin Cities Global Programs and Strategy Alliance is projecting that several programs may not happen due to students' ability to get visas. The Twin Cities has roughly 2,500 students from China and they are predicting they may only get between 400-500 students this fall. That is a huge decline in their numbers. Morris is working to address the decline in the number of students for STELLAR. There are few non-SUFE students that attend STELLAR because many of those students come with significantly stronger English skills and so STELLAR is not as helpful to them. ISP is thinking of repurposing the STELLAR program.
5. Opportunities:
- a. The liberal arts design can provide students with an opportunity to explore other majors and interests. It is a challenge to have students experiment in other areas, but there have been students who have changed their major from economics or management to psychology.
 - b. Some students realize the great opportunities and ease of collaborating with faculty.
 - c. Location may be an advantage for some that are looking for better student engagement and support. Can we ask the Twin Cities if they have students who are looking to study at a campus similar to Morris? We might be able to rebalance the numbers leaving Morris and that will benefit the system. Do you have a sense of how students are looking at exchange programs or study abroad with regards to the situation with COVID-19? Matt and Stephanie in the Study Abroad office might be able to provide that information. ISP handles students coming to Morris and the Study Abroad office handles students going out of Morris. The Twin Cities Learning Abroad Center is running a war room setting to deal with the 2,000 - 3,000 students currently studying abroad. Matt and Stephanie are in contact with the Twin Cities.
6. Is there anything the Scholastic Committee can do that would be helpful to our international students? Accepting more A Level exams for the major would help many international students. Accepting IB exams would also help. Morris already accepts IB exams. Our transfer charts are available online. Better coordination of transfer information with Admissions would be helpful.

4. [Advising hold proposal 2020](#) continued

Brenda Boever reviewed our peer institution websites for information about advising holds to compare with what is being proposed, but there was no information on the matter available online. There was no time to make phone calls to individuals at each institution so she sent a message in

NACADA. The responses received stated they all required advising through to 90 credits or throughout the student's career. Jessica Porwoll and Emily Johnson, Office of Academic Success, attended a first-year experience conference and heard similar responses from other professionals who were surprised Morris didn't require advising past 60 credits. Boever asked the committee what they thought about increasing the advising hold threshold to 90 credits. Members responded with the following questions and comments.

Some students at Morris noted they didn't get much from speaking with their adviser because they approved their plans without really discussing them.

Is there a negative to changing the advising hold to be at 90 credits instead of 60?

Some students didn't know they didn't have to meet with their advisers past earning 60 credits.

Would advising students up to 90 credits be coddling the students?

In some cases, freshmen only meet with their adviser once.

If the threshold was increased to 90 credits, some advisers could have more advisees meaning an increased workload.

A lot of advisers wouldn't mind adding appointment slots to have more meaningful discussions with students, but it may not be necessary for all students.

There are two problems to note. First, for students that come in with a significant number of credits who don't need to meet with an adviser past their initial registration it may only be pushing the advising hold one more semester. Instead, it might be better to tie the hold to graduation term or their admit term. Students could benefit from meeting with their adviser later in their career due to elective choices.

Secondly, sending emails to release holds is terrible and probably not efficient for the Office of the Registrar. Advisers would like to have a button on APLUS to be able to release a hold. Or can there be a template that includes the advisee list with IDs? Can a Google form be created that is auto populated with advisees that advisers can just check off who came and can keep track of who the adviser has already seen?

Instead of emails to release advising holds, can we give permission numbers to unlock registration? No, that is not how PeopleSoft works. It appears that some policy decisions are heavily impacted by software design.

Is there any data on the success of "coffee with advisers"? The coffee option is not taken up by as many as expected. Some view advising appointments as a checkbox to mark off.

The hold is currently tied to the number of credits earned because adding the holds can be processed as a batch. Linking it to the admit term it would more manual labor to query students in each admit term and then add the holds per term. We currently do not assign expected graduation terms like the Twin Cities does. If we did, could we run a query to go back a certain number of semesters? Having the discussion of adding expected graduation terms could lead to administratively clearing degrees and the SC opposed that decision.

Can we base the hold on 60 credits of only UMM credits? Not sure, but that could require a lot of manual work.

Is a 90 credit threshold really transfer friendly? Won't it be seen as a roadblock?

Does anyone keep the hold on for the entire college experience? Ninety credits was the compromise others suggested.

I would like to emphasize the workload this could create by having to send multiple emails. Faculty are being asked to do more and more every year such as doing our own reimbursement in ChromeRiver.

When trying to make decisions, we need to think about whether the change is crucial or is it simply nice to do/have.

One big downside for students with close to 90 credits is if their hold isn't lifted and they can't register they miss out on their earlier registration time.

Faculty can send multiple names in one email at the end of an advising the day to cut down on the emails sent.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: [International Student Programs handout](#)

Addendum Two: [Advising Hold Proposal](#)

Scholastic Committee Report

5 March 2020

International Student Programs

Ray Lagasse, Assistant Director

1. SUFE & STELLAR

- a. Contract info: VCAA
- b. Numbers:
 - i. 2018-2019
 - 1. STELLAR: 19 (all from SUFE)
 - 2. SUFE: total of 35 new students (33 – Fall; 2 – Spring)
 - ii. 2019-2020
 - 1. STELLAR: 19 (all from SUFE)
 - 2. SUFE: total of 21 new students; all Fall 2019
 - iii. 2020-2021
 - 1. STELLAR: 17-19 anticipated
 - 2. SUFE: total of 21 new students anticipated

2. International student statistics

3. Exchange programs update

4. Challenges

- a. Retention, especially transferring to the TC
- b. Liberal Arts educational design
- c. Location – at times, limitations of options
- d. International political climate
- e. COVID-19

5. Opportunities

- a. Liberal Arts educational design
- b. Research opportunities & ease of collaboration with faculty
- c. Location: Student engagement and support

International Students Spring 2019

5 March 2020

Numbers:

Fall 2019:

On campus: **107**

On OPT (post-graduating *Optional Practical Training*): **16**

Spring 2020:

On campus: **89**

On OPT: **20 (6 on STEM extension)**

14 fewer international students served

- 2 exchange students returned home

- 15 graduated

- 2 academic suspension

- 4 transferred to TC campus

- 2 OPT completions

+ 6 OPT (of those who graduated)

+ 5 new international students

<u>Semester</u>	<u>Total</u>	<u>On-Campus</u>	<u>OPT</u>
Fall 2016	212	201	11
Spring 2017	189	178	11
Fall 2017	203	186	17
Spring 2018	191	176	15
Fall 2018	173	162	12
Spring 2019	158	144	14
Fall 2019	123	107	16
Spring 2020	109	89	20

Dean's List Fall 2019:

14 international students (3 were exchange students; 2 from Capital Normal University, Beijing, and 1 from the University of Lille, France).

Academic Probation status

Spring 2016 (after Fall 2015): 44

Fall 2016 (after Spring 2016): 19

Spring 2017 (after Fall 2016): 21

Fall 2017 (after Spring 2017): 19

Spring 2018 (after Fall 2017): 29

Fall 2018 (after Spring 2018): 15

Spring 2019 (after Fall 2018): 15

Fall 2019 (after Spring 2019): 14

Spring 2020 (after Fall 2019): 9

For those on probation, ISP staff meets with the students throughout the semester.

Academic Suspension

After Spring 2016: 10

After Fall 2016: 1

After Spring 2017: 4

After Fall 2017: 2

After Spring 2018: 4

After Fall 2018: 2

After Spring 2019: 3

After Fall 2019: 2

For those suspended, ISP staff assists the students with potential transfer to community colleges or English language programs. Often this involves collaboration with the Office of the Registrar.

International Exchange Partners

Partner University	Location	Agreement Date	Agreement renewal date	Students In (international exchange 1993 -2020)		Students Out (UMM Study abroad 2002-2017)		
				Students	Semesters	Students	Semesters	Dates
1. Kansai Gaidai University (ranked 35 of 720)	Osaka, Japan	January 1992	5 years	13	36	33	66	1993-2020
2. Yonsei University (ranked 3 of 375)	Seoul, Korea	January 1992	5 years	41	58	17	22	1995-2020
3. Capital Normal University (ranked 191 of 2310)	Beijing, China	July 2011	Planning to initiate renewal	56	88	2	4	2006 - 2020
4. University of Lille (ranked 13 of 562)	Lille, France	April 2014	Planning to initiate renewal	9	13	7	14	2014-2020
5. Shanghai University (ranked 35 of 2310)	Shanghai, China	December 2014	Planning to initiate renewal	30	37	6	7	2006-2020
6. University of Potsdam (ranked 38 of 454)	Potsdam, Germany	May 2015	Planning to initiate renewal	5	7	2	4	2015-2020
7. UPAEP (Universidad Popular Autónoma del Estado de Puebla) (ranked 57 of 929)	Puebla, Mexico	November 2016	Planning to initiate 2021	0	0	5	5	2017-2020
8. University of the Sunshine Coast	Queensland, Australia	January 2019	5 years	0	0	0	0	2019
Totals				149	234	72	122	

Agreements in Process: Karlstad University, Karlstad Sweden

In discussion: NTNU: Norwegian University of Science and Technology, Trondheim, Norway