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Scholastic minutes 09/18/2013

Scholastic Committee

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**Scholastic Committee
2013-14 Academic Year
September 18, 2013
Meeting Two Minutes approved**

Present: Jennifer Goodnough, chair, Brenda Boever, Chad Braegelmann, Jennifer Herrmann, Nic McPhee, Jon Troe, Peter Wyckoff, Steve Gross, Saesun Kim, Roland Goyotte, Judy Korn

Absent: Clare Dingley, Hilda Ladner

1. September 4 minutes approved

Briefly discussed the Writing for the Liberal Arts general education requirement in regard to the Minnesota Transfer Curriculum (MNTC). During the 2012-13 academic year, the Scholastic Committee (SC) affirmed that the completed MNTC would satisfy the WLA.

2. Chair's Report

The Chair confirmed that Guyotte will serve as SC vice chair for 2013-14 and chair the following academic year. The Membership Committee will be notified.

As a member of the University Senate Student Academic Integrity Committee (SAIC), the Chair has been invited to make a report on Morris to SAIC about our academic integrity procedures and numbers.

The SC's Academic Integrity subcommittee membership will be finalized after Campus Assembly votes on the remaining student members. The Chair noted that one does not need to be a SC member to serve on Academic Integrity, and several former SC student members have experience on this committee.

Korn provided a recap of the Reverse Transfer initiative sponsored by the Lumina Foundation. Until now, the project has allowed Minnesota State Colleges and Universities (MNSCU) community colleges to work with MNSCU four-year institutions in identifying students who may be eligible for an associate's degree after leaving the community college to attend the four-year college. Success has led the grant-sponsored group to include the University of Minnesota. Universitywide, an electronic letter will be sent to students with significant credits from a MNSCU college that alerts them to the possibility of having completed an associate's degree through their prior institution. The letter should have very little "business" impact on Morris other than transcript requests. University of Minnesota credits via the transcript will transfer back to the MNSCU college to complete the associate's degree. Administration of reverse transfer takes place at prior institutions. The project allows community colleges to "claim" graduates and also benefits four-year colleges, including Morris, in that students who reach the associate's degree milestone are more likely to complete a bachelor's degree. The SC determined that the executive staff should notify advisers before the Universitywide letter is sent to Morris students in case they receive questions from advisees. The SC briefly discussed the impact of removing general education designations from 3000- and 4000-level courses as being discussed by the Curriculum Committee. SC will need to stay informed and perhaps enter the conversation.

3. SCEP Report

McPhee serves as Morris's representative to the Universitywide Senate Committee on Educational Policy (SCEP). He highlighted topics included on an email report. (See Addendum One.) Grade distribution discussion will continue. The issue surrounds the pros and cons of sharing the percentage of various grades in classes. The TC campus has express interest, but there is no consensus on how to proceed. The Faculty Senate supports but has not determined if the information should appear on the transcript or be available publicly. Through the Freedom of Information Act, MyU posts this information for TC courses. The TC registrar has stated that an addition to the transcript will not happen. A number of larger institutions that moved to including grade distribution on the transcript have recently decided to remove.

While Media Services is in charge of technology at Morris, we do not have a committee that oversees classroom modernization as does the TC. Per policy, Dean Finzel is in charge of this area. Academic Support Services will be contacted to investigate.

The TC is concerned about the low 16-percent posting of student evaluations. SC noted that there is a high turnover of instructors at the TC, and the data could be out-of-date before it is posted. Morris students have a sense of the faculty. There has been little interest from Morris students in posting evaluations. The dean and division-chairs should respond to poor evaluations.

SC/SCEP briefly discussed the *Minneapolis Star Tribune* editorial in which Morris is noted for its graduation rates and a diverse population. (<http://www.startribune.com/opinion/editorials/220426641.html>)

SCEP will again be discussing Massive Open Online Courses (MOOCs). McPhee shared Morris’s MOOC online statement, based on transfer policy, with SCEP.

4. Petition #1207

Allow a course that carries the ENVT general education designation to satisfy the E/CR designation. Motion to deny. Seconded. Seven yes. One no. One abstention. Motion carries.

5. Leave of Absence and Readmission policy discussion

The Leave of Absence (LOA) and Readmission policy is under review by the Universitywide Policy Advisory Committee (PAC), of which Dingley, registrar, is a member. In response to preliminary discussions, the PAC is moving in the direction of splitting the current policy into LOA and Readmit. Morris differs from the rest of the University in that it grants two semesters without enrolling before a student is inactivated. Other campuses allow one semester. At this time, the current Universitywide LOA has not been used at Morris.

The SC discussed factors that impact decisions around this policy, including the pros and cons of following the rest of the University in allowing only one semester before inactivating; the TC use of the LOA for students to be guaranteed a place in their chosen program when they return; the “sunset policy” on Morris catalogs that result in no need for a leave of absence; and the criminal background question that is asked of all students seeking readmission, a University practice not a Federal mandate.

At the September 4 SC meeting, members asked for data about Morris students who do not enroll then return for a later term, either one term or the accepted two terms later. Herrmann, retention coordinator, presented the following table for discussion. The data gathered does not exclude graduates or suspended students, so the numbers are inflated. The data is not easily attainable for students who return after two semesters, so this table only includes student numbers for returning after one semester.

| Reenrollment Patterns: Fall 2010-Fall 2012 | | |
|---|--|-------------------------------------|
| <u>Term</u> | <u>Not Enrolled for Next Term</u> | <u>Returned After 1 Term</u> |
| Fall 2010 | 174 | 10 |
| Spring 2011 | 449 | 16 |
| Fall 2011 | 183 | 9 |
| Spring 2012 | 514 | 7 |
| Fall 2012 | 253 | 13 |

It was noted that a discussion on this topic will be incomplete without the registrar’s input.

Herrmann shared that as retention coordinator it is very hard for her to keep track of students for retention purposes if they do not enroll without stating their intentions to return or not return. She is advocating for “shortening the window” to one semester for reporting purposes, and proposes a formal status for students who do not enroll for a term to facilitate reporting.

The committee confirmed that the underlying premise to this discussion was that students leaving are in good academic standing.

The question was asked about TC practices regarding retention. It is hard to pinpoint TC data as to the increase in retention rates. A number of factors are probably involved including telling students from the start that they can’t go away for more than one semester; noting that leaving for one semester will result in an extra semester until graduation; implementing a 13-credit rule in order for progression to graduation.

Morris is talking about very small numbers in comparison to the TC. Could retention be included as the purpose of a Morris LOA practice/policy? Could students who leave be coded in PeopleSoft for the retention coordinator’s purposes? An LOA for students, especially for those who leave because of illness, could psychologically be a sign to the student that Morris is interested in their wellbeing.

Students who become inactive forfeit their scholarships.

Concern was expressed for students who leave for a year, then come back after trying out a different college. It should be easy for them to return.

Advisers know when students have left by way of the registration queue.

6. Review and approval of delegated petitions tabled

7. AP English Language and Composition/English Literature and Composition review for gen ed requirements tabled

8. Summer Appeals Recap tabled

Respectfully submitted,

Judy R. Korn, executive staff
Scholastic Committee

Addendum One A

A quick summary of some of the highlights of today's SCEP meeting which had three main agenda items:

- Strategic planning for undergraduate education
- E-learning issues & credit by examination
- Prioritizing our agenda

Vice Provost Bob McMaster presented plans for a comprehensive report on the state of UMTC undergraduate education. This doesn't *directly* apply to Morris (it's specifically about TC undergrad ed), but there are issues there that could certainly affect us (tuition and financial aid policies; K-12 initiatives affecting the U of M) and issues that we would want to track (their continued efforts to recruit the "best and brightest" and compete with high-end schools including tools like their Honors program and the President's Emerging Scholars program, creating a more interdisciplinary undergraduate curriculum, enhancing student engagement, etc.). Bob shared the *draft* outline of the document with us, and I've attached it below. The last item in the outline is (again a draft of) what they think are their highest priorities in undergraduate education (again at the TC campus). Many of these are things that I think we would also consider priorities, although I doubt we'd come up with exactly the same list if we were to try to assemble one.

The people listed on the title page of the outline will be working on drafting the report during this school year and expect to bring us a more filled out version sometime in the spring. One thing I asked about and didn't get a terribly solid answer to was what their goals were for undergraduate education, i.e., how are they deciding what's a priority and how success in achieving those goals will be measured/recognized. They seemed to feel that would come about in the writing of the report; we'll see what happens there.

Vice Provost McMaster also opened a presentation on the question of e-learning & credit by examination. I've also attached two (of several) documents we were given on that. (There was another document that sounded useful that was not e-mailed to me; I've asked for an e-copy & will share when I get it.) Most of the questions come from looking at the "Requirements for U of M Bacc Degree" document. Concerns (which will be discussed further in SCEP) are things like whether there should be a limit on the allowed number of credits by examination in a degree or in a major or to fulfill the residency requirement. If MOOCs, etc., significantly increase the interest in credit by exam, then I would also expect to see an increase in the fee that U charges for such exams.

Some other items that I definitely think will be discussed in the remainder of the semester on SCEP:

- Economic diversity and the goals of the U w/ regard to things like retention & graduation rates. This is related to the issues of who we're serving and how you measure success like we mentioned briefly at today's meeting and was discussed in the Star Trib editorial a few weeks ago.
- Consistency in whether D grades are allowed for pre-req courses
- Grade distribution info (the topic that won't die)
- Support for interdisciplinary teaching and research. This will be discussed soon in the full Faculty Senate, and we'll probably take it up after that discussion.
- Fees for international students

Questions and comments always welcome.

Thanks,
Nic

Addendum One B

Campus Requirements for a U of M Baccalaureate Degree

Minimum number of semester credits

- 120 credits

Minimum number of credits awarded *by the University campus* from which a student plans to graduate

- At least 30 semester credits
- At least 15 of the last 30 credits
- At least half of the upper-division credits in the major
- If seeking a minor, at least 3 upper division credits in the minor

Breadth of study requirements (e.g., liberal education requirements, writing requirements)

- Determined by each campus

GPA and grade requirements

- 2.000 required minimum U of M cumulative GPA
- Limits on S/N grades
 - No more than 25% of U of M credits may be taken S/N
 - No S/N grades are accepted in major course work unless that is the only grading option for a course
 - If a student has completed only the minimum of 30 credits at the U of M, no more than 8 of the 30 credits may be S/N
- Grades in courses for major and minor
 - D grades count toward a student's total credits, but may not count toward a requirement in a student's major or minor

Relevant Policies

Academic Unit Authority over the Curriculum

<http://www.policy.umn.edu/Policies/Education/Education/CURRICULUMAUTHORITY.html>

Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to establish their curricula and the requirements for majors and minors, for graduate and professional degrees, and to add to or remove courses from both in accordance with rules established by the college or campus.

Campus Specific Credit Requirements for an Undergraduate Degree

<http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Credit and GPA Requirements for an Undergraduate Degree

<http://www.policy.umn.edu/Policies/Education/Education/BACREDITREQ.html>

Grading and Transcripts

<http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Addendum One C

prepared 9/17/13

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*Undergraduate Education at the University of Minnesota:
A Decade of Accomplishment, Priorities for the Five Year Period 2014-2019, and the Key Challenges Moving
Forward*

The Office of Undergraduate Education Executive Committee
Suzanne Bardouche, Assistant Vice Provost
Rachelle Hernandez, Associate Vice Provost
Laura Koch, Associate Dean for Academic Student Support
Robert McMaster, Vice Provost and Dean
Leslie Schiff, Associate Dean for the University Curriculum
Susan Van Voorhis, Associate Vice Provost for Academic Support Resources
DRAFT of September 17th, 2013

Outline of Topics

- A. The Mission of OUE (Mission Statement) and the vision for undergraduate education at the U of M Twin Cities campus now and for the future.**
- B. The national picture of undergraduate education and trends**
- C. A history of accomplishments over the last decade**
- D. K-12 Minnesota initiatives affecting U of M**
- E. Enrollment management and admissions**
- F. Enhancing financial aid and financial aid planning**
- G. The Undergraduate Experience**
- H. Academic student support/success**
- I. Student Life on campus (Student Affairs)**
- J. Undergraduate Research**
- K. Service Learning**
- L. The University Honors Program**
- M. The President's Emerging Scholars Program**
- N. The University curriculum**
- O. Evaluating and Enhancing student learning**
- P. Towards reaching retention/graduation goals**
- Q. The ten highest priorities in undergraduate education**
 - a. Improving four- and six-year rates (65% and 85%)
 - b. Closing the retention and graduation gap (continued focus on under-represented students)
 - c. Enhancing co-curricular opportunities
 - d. Improving competitive financial aid packages (the need for increased scholarships)
 - e. U of M's plan for transfer enrollment and student success
 - f. Positioning the U of M within the Minnesota higher education landscape
 - g. Strategies for becoming a more national-level university
 - h. Creating a more interdisciplinary curriculum
 - i. Enhancing student engagement