

UCAP Sub-meet & Confer Notes

January 27th, 3:00-4:05pm

CSU 191

Present: Rhonda Dass (FA), Carol S. (Admin) Marge Murray Davis (FA), Kim Greer (Admin), Ginger Zierdt (Admin), Julie Kerr Berry (FA), Pat McKinzie (FA), Jenny Turner (FA, minutes)

1. Call to Order—3:07pm

2. Welcome/Good News

A. GZ: thanks for rescheduling due to Mankato Day at the capital

3. New Business:

A. Curricular proposal review updates from UCAP Committee (RD)

A.i. UCAP has done ~250 proposals and have about 300 waiting; we are waiting for some from music, but we will be able to get through everything.

A.ii. We have identified one glitch that we will work to resolve, but will work through it.

A.iii. No major program shifts besides Music.

A.iv. UCAP is the only place you get to see the big picture of the university; a lot of work, but rewarding

A.v. CDS is becoming more user friendly; they are going to take out the second page for us, so we can move more easily. Relating proposals is also great!

A.vi. GZ: kudos to chair of UCAP for her work representing the group at CDS workgroup.

A.vii. FA comment: we've discussed whether CDS is working for us or we're working for it. This comes up a lot in the College of Arts & Humanities; are we working with a round peg and a square whole? Some disconnect in how CDS is being used between colleges and academic affairs. Sometimes UCAP rep feels caught in the crossfire. Not everyone has the literacy required to use the system—sometimes it just takes time; there is a steep learning curve and you have to work with it to learn it. Understanding of CDS is complicated by Arts & Humanities courses not always fitting in to the mold. Needs to be a reeducation in how to do curriculum proposals—interpreting terms and knowing how things go together takes some education. Very few people are knowledgeable in how CDS works. Tutorial unit on D2L for all faculty might be a way to approach this. Three people that have been on UCAP the longest will be going off; will be losing much experience. Need to make sure system is working for us; not vice versa. Example: programs pushed into disciplines to fit CDS—this is us bending to CDS, not CDS working for us. We have identified things that could stop at the dean level and skip UCAP, this will help.

A.viii. Related to #3 (C.) below (GZ): how do we help broaden the base of knowledge? Changes in bulletin: many of the requests are policy changes people don't realize need to go through CDS. You don't know what you don't know (people are well intentioned, but are systems aren't helping people do

what they need to do). Changes in bulletin don't get submitted, reviewed, and turned back in time for proposals needed to run through CDS. Need to push the bulletin review earlier to allow time to review and return. RD comment: could put the bulletin changes into CDS (can see prompts within system for things that need more approval). GZ: consider how we can improve this process; we aren't going to solve it now. Comes back to the question: how do we broaden the knowledge base. We can fix this. RD comment: there are also discussions of putting mapping into CDS; moving bulletin changes into the CDS would keep the interface the same for all three; currently can't make program changes in CDS, so these have to be done through the bulletin changes or through other fields in CDS.

- A.ix. Admin question: For the 4 items that will go directly through deans, will there be other deadlines? RD: we haven't talked about this; bulletin changes would need to be done by spring break for publishing, so would probably need to keep the deadline about the same.
- A.x. FA comment: occasionally when changing the bulletin, will attach the CDS submission as proof the changes have gone through
- A.xi. GZ: who would be the go-to person for training? Would F2F sessions be well received?
- A.xii. GZ: academic affairs has invested in a professional editor for the bulletin before it goes to print. Trying to get it clean (extra set of eyes); anxious to see how it works this year. FA question: clarification—you're hiring someone just for this? GZ: yes. FA question/comment: does what shows up in CDS match bulletin? Editor could look for this as a second set of eyes. That would be really helpful to bridge the gap. GZ: we have multiple places where content goes—many hands touch it through the process. FA comment: editor might be able to catch things rolled through in this process. FA comment: thank you for trying an editor!
- A.xiii. FA comment: also suggestion for a preview page, so submissions for changes don't overwrite things you want to keep.
- A.xiv. FA question: is this being considered for the graduate bulletin? Admin: That is an online bulletin (with very small run of print). FA: why isn't the undergraduate bulletin primarily online? Admin: Preference from admissions office (and elsewhere) for print copy; give students something tangible for students/prospective students to take away. FA: there is some value in print as a recruitment tool.
- A.xv. Admin: Bulletin is a showcase piece for many areas of the university.

- B. CDS System Modifications/Enhancements seen in 2014-15 – Recommendations/Suggestions for CDS System Coordination Team (discussed under "New Business;" CDS is becoming more user friendly, but some changes still needed)
- C. Discussion: Undergraduate Bulletin "pages review": status update for 2015-16 bulletin, challenges noticed within current system processes, seeking feedback to improve communication/timing/quality. (see discussion in 3.A.viii. above)

- D. Undergraduate Program Inventory/Mapping Update – Sharing an internal “crosswalk document” that links MnSCU’s Approved Inventory for Mankato and our Academic Maps with referenced program CIP codes. (GZ)
- D.i. MnSCU program list shared by GZ: MnSCU would like MSU (and all MnSCU institutions) to clean up—the document shared is the official list of our offerings published by MnSCU
 - D.ii. Crosswalk document created by GZ shows areas where MSU academic map doesn’t match with what MnSCU has on record
 - D.iii. Example: according to MnSCU, we have different programs/CIP codes for each art teaching program, but we have only one map on record
 - D.iv. The document doesn’t identify who is right or wrong; just trying to identify issues.
 - D.v. Some programs line up; others maps are labeled differently from MnSCU’s records
 - D.vi. GZ is going through weekly to see if we have a map on file and highlighting question areas
 - D.vii. FA question: from MnSCU’s point of view, the inventory is official, but we can prove otherwise? Admin: yes. Opportunity to clean things up; current stuff stays, but need to officially close old programs.
 - D.viii. FA question: what does CIP stand for? Admin: Classification of Instructional Programs; FA: are we fitting education system into a national labor model? Admin: yes we are fitting into a national model; sometimes it is straightforward, sometimes not. Admin: departments can argue they fit better elsewhere. FA: there won’t be an exact match frequently for cross-boarder programs; they evolve. Admin: CIP codes also evolve/progress, often see notes that "programs in this field may also be called..." (Aging Studies and Gerontology for example: span two CIP codes, rather than fitting nicely as one).
 - D.ix. FA question: are you saying they can both coexist (program name and CIP code)? Or do we need to get rid of one? Where do interdisciplinary programs fit? Admin: there are numerous CIP codes, more than listed. Also remember students need to have CIP codes for programs of study for financial aid. Demonstrates opportunities for new programs; also allows us to see what the public thinks we have and don’t have. Where we don’t see checkmarks on GZ’s list, we might not offer programs MnSCU thinks we offer.
- E. AgileGrad Planning and Preparation Update (GZ)
- E.i. Maps become a way of making DARS predictive.
 - E.ii. Representative maps have been sent to Hobsons (company that owns AgileGrad—builds software for academic systems); first step is to get our maps into Hobsons to see how they work with Mankato’s lingo. This highlights inconsistencies (category 6 vs. goal 6 language in maps)

- E.iii. Once first set of maps has been entered and refined, 50 will be sent and built for us; there will be training.
 - E.iv. GZ is keeping a list of departments interesting in testing. Will test with faculty first and then roll out to students; will not roll out a half-baked product. Lots of tinkering and translations between now and whenever AgileGrad is rolled out. No rush to adopt—focus on quality of information. Map building activity last year was valuable—most questions from Hobsons are easily answered.
 - E.v. FA question: how does honors fit into this? Prescriptive nature of gen ed in the maps is concerning. Admin: should just be examples. FA: need to make sure students know the courses are examples/possibilities. FA: Don't want students who don't follow the map exactly to feel like failures. Admin: student maps will recalculate to accommodate changes. FA: work to standardize language for Hobsons/Agile Grad will help students understand by creating a common language. FA: sounds like students will still have a choice ("goal area 6" class not x class). Admin question: our program just put "gen ed" not a specific goal area...will that be a problem? GZ: depends on the program—will have to see how Hobsons deals with this. Admin: we are an exploratory program, don't want to be too descriptive; GZ: we want to make sure Hobsons is working for us; we will push to make sure choice is a possibility. FA: used to say just "gen ed," but then thought needed to put in category—is it possible to redo and leave the map more open? ENG 101 for example—put it in first, but know students probably won't get it there. The purpose of Gen Ed is to broaden knowledge—want to create students with diverse skills.
 - E.vi. GZ: we have an assortment of initial maps with diversity –prescriptive to very open—Hobsons is working with them to see what they can do. Will see what they are able to do. Stay tuned!
- F. Articulation Agreement Development/Approval Update for 2014-15.
- F.i. GZ shared articulation agreement list—these go into CDS.
 - F.ii. Green is good! This means new things are moving along.
 - F.iii. Grey: under investigation—have been in existence for a while; need to look at data/results.
 - F.iv. Two year colleges can't have things approved unless they have a partner university. FA question: is this new? GZ: ~2 years?
 - F.v. FA question: how are articulation agreements working? Sees 2 year schools wanting to teach what we teach and have us do gen ed...in the past, universities gave broad experience, 2 years taught specific skills—has never had success with his program with articulation agreements. FA comment: depends on the program; there have been/are some successful programs.
4. Looking ahead: Academic Policy Review and Comment (Formal Review Stage)--Not discussed.
 5. Other:

- A. GZ: when a course withdraw comes through CDS, approval to get rid of it, but when it is listed in the bulletin for a program, they will need a program proposal to make program changes. If they are in other programs, department should get approval/talk to them first. French...multiple emphases in French (would need program redesign for this); we didn't ask them for a program proposal/redesign because there are other options (we only look at the common core). We leave removing it from the bulletin as an elective to the department. This presents an opportunity for training in CDS. IFO question: so, if we add a class, we need to do redesign, but if we remove a course, we don't have to? RD: yes; may want to leave the class in the program for a while, until students who graduate are out of the program, to allow students to move up a bulletin, if they want to, but still have their course work.
 - B. GZ: If a course # has a W and non-W option, both courses will be withdrawn, if a proposal is put through to withdraw one or the other? RD: CDS is working to make it possible to withdraw one or the other and retain one.
- 6. Adjourn—4:20
 - 7. Next Meeting: Tuesday, February 17th, 3:00-5:00pm, CSU 204

Respectfully submitted by Jenny Turner.