

MINUTES

UMR Retention Committee Meeting November 2, 2006 8:15-9:15 AM

Members Present

Dana Barnard, Carl Burns, Wes Chappell, David Coe, Harvest Collier, Stephanie Fitch, Amy Gillman, Jay Goff, Matt Goodwin, Mary Ellen Kirgan, Gearoid MacSithigh, Emily Petersen, Kristi Schulte, Lynn Stichnote, Laura Stoll

Members Not Present

Meg Brady, Gregory Gelles, F. Scott Miller, Stephen Raper, Steve Watkins, Robert Whites

I. Approval of Minutes

The committee reviewed and approved the minutes from the 9/21/06 meeting.

II. Old Business

A. Academic Dishonesty- *Guidance for faculty & students*

Dr. Collier explained the informal process for dealing with issues related to academic dishonesty. He presented the revised guidelines and asked for the committee's additional insight.

Committee comments

- What is meant by "due process"? Is this different than "punishment"?
- Suggest developing a form that can be used by faculty as a template/guide for documenting these situations.
- Suggest looking to see what other UM campuses are doing to address meeting the collected rules.
- Instructor-awareness is key. Instructors should be aware of the collected rules and how to communicate the expectations to their students.
- Including the information in the syllabus is a good way to make students aware.

UGS has posted on-line guidance materials, and will consider the development of a form to help faculty document academic dishonesty issues.

Technology & Academic Dishonesty discussion:

- Discussed the need for faculty and students to be aware of these issues. The majority will take the path of least resistance. The issue is somewhat course specific. It's different in math than in history. Technology makes it easier for students to not reference other's work, especially in math and science courses.
- Instructors should make the expectations very clear with each assignment.
- Course files exist across campus and are heavily used by UMR students. Students expect parallel assignments and exams (as they exist in the files).
- Faculty need to be aware of what is available technologically and otherwise so

they know how to ask the right questions on homework and exams (to force student learning).

-We need to convey the academic rules, regulations and specific course expectations to our freshmen so they are aware.

B. Academic Advising- What are the specific needs for campus-wide coordination of advising?

With the restructuring occurring, there will be a need to coordinate advising issues related to undecided students, academically deficient and probationary students, and others. There needs to be a significant recovery resource for students. Current retention goal is 90% by 2010. Assisting these students is key to improving retention. What are the specific needs?

Committee comments:

- Consider the improvement of JoeSS.

-Students in transition from Freshman Engineering (FE) to their major department sometimes get confused. All prerequisites for FE must be met before students can move to their new department. Students are confused about who their advisor is while in FE. Students in transition should work with their FE advisor until they have completely transitioned to their major department.

Due to time constraints, this issue will be discussed further at the next meeting.

III. New Business

A. FS2006 Retention & Graduation Report for Full Time, First Time, Degree Seeking Freshmen (Provided by Institutional Research 10-10-06)

-The report was distributed, however, there was not time for discussion.

B. Academic Alert System Update

-Information was provided, however, there was not time for discussion.

IV. Announcements

A. Upcoming Event-

Advising Students on Academic Probation- Panel Discussion-*Date TBD*

V. Adjournment