

1 **Approved Standing Committee Charges AY 2016-2017**

2 **Academic Affairs**

- 3 AA 1 Re-evaluate operational recommendations 1 through 3 in the “Steps to Establishing an Effective
4 System of Student Ratings” report from 2013, in light of the research data and information
5 collected since the implementation of SmartEvals in 2013.
- 6 AA 2 Develop a best-practices white paper to encourage consistent grading, given the recent
7 introduction of +/- grades and the acceptance that inconsistencies exist with alignment of letter
8 grades to number grades.
- 9 AA 3.1 Count the number of cases at RIT each year where issues or disputes regarding academic
10 matters have not been resolved in the opinion of the petitioner (faculty, instructional staff,
11 graduate/undergraduate students), with the petitioner having applied thorough and good-faith
12 efforts, and exhausting all available informal and formal means to resolution. Hence,
13 recommend whether or not a university policy should be drafted to establish a University
14 Academic Appeals Board (UAAB).
- 15 AA 3.2 Draft a university policy that establishes a University Academic Appeals Board (UAAB) to address
16 issues and disputes regarding academic matters that remain unresolved in the opinion of the
17 petitioner (faculty, instructional staff, graduate/undergraduate students), with the petitioner
18 having applied thorough and good-faith efforts, and exhausting all available informal and formal
19 means to resolution.
- 20 AA 4 Develop a white paper describing a standing "Research Committee" (with an appropriate name
21 for the committee to be created) of Academic Senate, and bring forward the proposal as a
22 motion for Academic Senate, along with a list of initial charges and ongoing responsibilities
- 23
- 24 AA 5 Review RIT Policy D 2.0 <https://www.rit.edu/academicaffairs/policiesmanual/d020> and modify
25 as needed in order to clarify/update the amount of transfer credit allowable for an
26 undergraduate degree.
- 27
- 28 AA 6 Revise Leave of Absence policy, D02.1 and propose modifications, as necessary.
29 <https://www.rit.edu/academicaffairs/policiesmanual/d021>
30
- 31 AA 7 Review policies Misconduct in Research and Scholarship C02.0 (last review (LR) 1996),
32 Agreement for Commissioning of Educational Materials C03.1 (LR 2007), Policy for the
33 Protection of Human Subjects in Research C05.0 (LR 2011), Protocols for Academic Centers
34 D01.6 (LR 2008), according to policy B05.0.
- 35 AA 8 Review policy Diplomas and Degrees Certification D13.0 (LR 2013) according to policy B05.0.
- 36 AA 9 Review and summarize the report from the OTG Task Force and make recommendations for
37 revision, as necessary, to Course Withdrawal Policy (D.05,IV)

38 <https://www.rit.edu/academicaffairs/policiesmanual/d050t> and Probation and Suspension
39 Policy (D.05.1) <https://www.rit.edu/academicaffairs/policiesmanual/d051..>

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41 **Academic Support and Student Affairs Committee**

42 ASSA1 Propose communication to faculty in order to increase their awareness of resources available to
43 students for counseling.

44 ASSA2 Regarding Final Course Grade Dispute Policy, make appropriate changes to policies related to
45 D17.0 to address issues with references to the Academic Appeals Sub-committee. Make
46 necessary changes in order to revise inconsistencies in Policy D08.0 and D18.0

47 ASSA3 Propose steps to ensure that students (and faculty advisers) understand the degree to which
48 health, and academic information is protected from unwanted and unexpected disclosure,
49 either by prohibiting unwanted disclosures or by ensuring student knowledge of potential
50 disclosure.

51 ASSA 4 To underscore the importance of inclusion and diversity at RIT, propose an approach to include
52 discussions on “diversity, inclusion, gender and race equality” across campus for incoming first
53 year students.

54 **Campus Environment (merged with the Long Range Planning Committee AY 2014)**

55 See below.

56 **Faculty Affairs Committee**

57 FAC 1 Identify current trailing spouse practices, at RIT, and review for effectiveness. Compare and
58 contrast trailing spouse policies at other institutes, in regions similar in size when compared to
59 Rochester. Make a recommendation to draft a policy, as necessary.

60 FAC 2 Complete revisions to Academic Administrator Search Statement E08.0.

61 FAC 3 Complete revisions to Policy on the Discontinuance, Reduction or Transfer of Academic
62 Programs E20.0, in concert with ICC to include removal of portion dealing with program review,
63 placing it in D01.0. Ensure collaboration with ICC, who will subsequently revise D01.0 to include
64 program review and discontinuance.

65 FAC 4 Complete revisions to Policy on Assignment and Transfer of Tenure-Track Faculty E21.0 to
66 address the consolidation of all aspects of transferring a program and faculty.

67 FAC 5 Complete revisions to Policy on Financial Exigency E22.0, thus completing the review and
68 revision of all E policies as part of the updating of university policy and procedures which began
69 5 years ago.

70 FAC 6 Determine whether new "process for upward evaluation of department chairs/heads and
71 deans" should be described in governance policy or in administrative policy and, if governance

- 72 policy is deemed the appropriate home, review the policy and bring it to Academic Senate for
73 approval.
- 74 FAC 7 Review policies Principles of Academic Freedom E02.0 (last review (LR) 2010), Oath of Allegiance
75 (LR 2010) E03.0, Faculty Pursuing a Graduate Degree at RIT E19.0 (LR 2005), according to policy
76 B05.0.
- 77 FAC 8 Revisit E4.0 ([Faculty Employment Policies](#)) in light of Provost's request to include support
78 for/recognition of interdisciplinary teaching and scholarship.
- 79 FAC 9 Revisit E6.0 ([Policies on Faculty Rank and Promotion](#)) in light of Provost's request to include
80 support for/recognition of interdisciplinary teaching and scholarship.

81 **General Education Committee (Sub-Committee of Inter-college Curriculum Committee)**

- 82 GEC 1 Audit General Education courses campus wide, to assess whether i) Perspective courses include
83 assignments/activities by which faculty can assess respective student learning outcomes, ii)
84 whether General Education courses include assignments/activities by which faculty can assess
85 student learning outcomes in Communication, and Critical Thinking, and iii) whether general
86 education courses have registration restrictions.
- 87 GEC 2 Revise the "Framework document" to reflect current practice (including the student learning
88 outcomes formerly known as "orphans" that have been incorporated into the Essential
89 Elements category).
- 90 GEC 3 Determine whether it would be beneficial to have a protocol for awarding a variance to courses
91 that are ill-suited to assessment of the student learning outcomes listed in the Essential
92 Elements category (such courses might include large-enrollment courses in chemistry and
93 biology), and if so, design and adopt such a protocol.

94 **Global Education Task Force**

- 95 GETF 1 Form a faculty led Academic Senate standing committee on Global Education and Research.
96 Develop a white paper describing a standing " Global Education Committee" of Academic
97 Senate, and bring forward the proposal as a motion for Academic Senate, along with a list of
98 initial charges and ongoing responsibilities.
- 99 GETF 2 Engage leaders of research centers, signature research groups, research heavy hitters to identify
100 strategic/complementary hubs of intellectual/production excellence with a target of developing
101 more collaborative partners in the US and internationally (Targeted Centers of Collaboration).
- 102 GETF 3 Identify and make recommendations to Senate and/or the Associate Provost for International
103 Education as appropriate regarding the academic policies, procedures, and communication
104 strategies necessary to encourage faculty to pursue strategic international activities.

- 105 GETF 4 Develop the guidelines, policies and procedures required to enable our international locations
 106 (global campuses) to implement programs and to develop courses for listing in the RIT course
 107 portfolio.
- 108 GETF 5 Develop a framework for evaluating RIT's international partnerships (across global campuses).
- 109 GETF 6 Make recommendations regarding how to best include faculty at our international locations
 110 (global campuses) in RIT's shared governance model
- 111 GETF 7 Review policy Foreign Travel Programs D07.0 (last review (LR) 1970), according to policy B05.0.

112 **Graduate Council**

- 113 GC 1 Investigate and report upon the accuracy of enrollment projection from GES.
- 114 GC 2 Identify and propose solutions to issues related to guidelines, standards, paperless archiving,
 115 timing, and certification after submission of graduate theses/dissertations.
- 116 GC 3 Articulate how the graduate education goals and objectives of the strategic plan will be most
 117 effectively implemented, based on review of the strategic plan undertaken by this committee in
 118 2015-16.
- 119 GC 4 Examine and propose optimal ways of developing more accurate estimates of costs and long-
 120 term viability of new graduate programs, for interested parties such as the provost.
- 121 GC 5 Propose ways of providing all graduate students the English writing skills needed to succeed at
 122 RIT and in their career.
- 123 GC 6 Collect data for ongoing student tuition costs and time for degree completion to confirm
 124 whether or not there is a correlation (an inverse relationship) with accrued billing costs to the
 125 student and completion date of the degree
- 126 GC 7 Examine the 7-year rule related to BS-MS degrees and propose policy change.
- 127 GC 8 Review RIT Policy D2.0 <https://www.rit.edu/academicaffairs/policiesmanual/d020> regarding
 128 transfer credit allowable to an RIT graduate program and make modifications as needed to
 129 ensure we are not penalizing our own RIT graduate students
 130
- 131 GC 9 Monitor evolution of the Graduate Minors policy and report to Academic Senate changes.
- 132 GC10 Make recommendations to increase the number of graduate student fellowships at RIT and to
 133 increase philanthropic contributions to support such fellowships.
- 134 GC 11 Propose an FFCEP equivalent (Future Graduate Student Exploration Program) for graduate
 135 students, to enhance the diversity of prospective students and to increase the rate of
 136 acceptance of high achieving applicants from outside RIT.

137 **Institute Writing Committee (Sub-Committee of Inter-college Curriculum Committee)**

- 138 IWC 1 Monitor and report to AS on the implementation of the Institute Writing Policy.
- 139 IWC 2 Highlight RIT “best practices” for use of writing in course instruction, especially WI courses.
- 140 IWC 3 Report to the Academic Senate and campus community progress on the assessment of WI
141 courses.
- 142 IWC 4 Collaborate with the University Writing Program to provide resources and consultation to
143 program directors and faculty that will facilitate their assessing of the effectiveness of their
144 writing intensive (WI) courses
- 145 **Inter-college Curriculum Committee**
- 146 ICC 1 Study undergraduate curricular proposals from an institute-wide perspective, maintain
147 appropriate inter-college relationships with regards to curriculum, assure that existing
148 undergraduate curricula are periodically reviewed, and make proposals to the Academic Senate
149 for undergraduate curriculum approval or discontinuance.
- 150 ICC 2 Revise Program Proposal Template – endorsed by Academic Senate in Spring 2015-16.
- 151 ICC 3 Work with the Honor’s program to revise Policy D1 to clearly outline curricular processes with
152 regards to the Honor’s program.
- 153 ICC 4 Work with Faculty Affairs to revise policy on discontinuance of academic programs (E20.0).
- 154 **Long Range Planning and Environment Committee**
- 155 Long Range Planning Committee (merged with Campus Environment AY 2014)
- 156 LRPEC 1 Prioritize the strategic plan from the perspective of faculty. Identify, through a ranking survey,
157 the key difference makers that motivate faculty (to accomplish them).
- 158 LRPEC 2 Identify specific policies associated with tenure and promotion that either overlap and resonate
159 with or inhibit progress toward difference makers and objectives from the strategic plan
- 160 LRPEC 3 Write a white paper and thereby propose an approach to perennially collect accurate data on
161 the number of students graduating from programs for which there is at least one
162 "sustainability" learning outcome.
- 163 LRPEC 4 Write a white paper, with a cost/benefit analysis to propose a central searchable (data minable)
164 university curriculum data base such that learning outcomes can be identified under certain
165 criteria, towards more cost effective auditing of courses.
- 166 LRPEC 5 Submit motion to senate that a Campus Master Plan Task Force be instigated.

167 LRPEC 6 Identify specific tenure and promotion processes that either overlap and resonate with, or
168 inhibit progress toward specific difference makers and objectives from the strategic plan
169 associated with diversity, inclusion, and race and gender equality.

170 Nominations Committee

171 **Resource Allocation and Budget Committee**

172 RABC 1 Based on how faculty will prioritize implementation of the Strategic Plan (LRPEC Charge),
173 identify presently available funding for implementation of the strategic plan and make
174 recommendations for budgetary prioritization and resource allocation.

175 RABC 2 Based on how faculty will prioritize implementation of the strategic plan (LRPEC Charge), identify
176 gaps in funding for implementation of the strategic plan and make recommendations for
177 subsequent budgetary prioritization. Thus, make a proposal for allocation of funding towards
178 more effective implementation of the strategic plan.

179 RABC 3 Identify what difference makers and objectives have already been identified for allocation of
180 funding and/or resources.

181 RABC 4 Brainstorm and propose actionable, alternate approaches for allocating budget and resources to
182 each college, along with a timeline for implementation. Provide expected impact, costs and
183 benefits for new approach.

184 RABC 5 Identify specific hurdles for Calendar change in 2017-18. Report on the budget assigned to
185 Calendar conversion for 2017-18 and make recommendations for allocation of resources before
186 the end of Fall 2016 semester.