

ACADEMIC AFFAIRS COMMITTEE FINAL REPORT
2017-2018 ACADEMIC YEAR

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MEMBERS

Andoh, Nana-Yaw

Bailey, Reynold

Brewer, William

Cockburn, Juan

Eastman, Michael

Halbstein, David

Lanzafame, Joseph [Chair]

Laury (Lauria), Dino

Licata, Christine

Nickisher, Heidi

Smith, Danielle

Wolcott, Scott

Wright, Leslie Kate

Zhang, Hao

EXECUTIVE SUMMARY OF CHARGES 2017-2018

Academic Affairs Committee – Charges

AA 1 Review D5.1 and consider applying restrictions prohibiting suspended students from participating in other RIT sponsored activities such as student government, Simone Center grants, RIT Clubs and Teams. Make recommendations for associated policy changes and bring them to senate for discussion and vote.

COMPLETED – New language passed by Senate 2/01/18

AA 2 After reviewing NY State/Middle States policy, explore the costs and benefits of reducing class time from 55 to 50 minutes, and from 80-75 minutes, while retaining the current “14-week” semester

COMPLETED BY PROVOST OFFICE

AA 3 Assess the guidelines for contact time per credit hour in the case of laboratory intensive classes, from college to college, from both the students’ and faculty’s perspective (teaching load). Determine whether guidelines for contact time per credit hour and student work hours are being appropriately adhered to and, as necessary, suggest how these guidelines might change for more effective operation within the new calendar structure. Identify if this should be an Institute-wide initiative or whether this should remain under the purview of individual colleges or academic units.

Held over into Fall 2018

AA 4 Investigate the options for i) a new FA grade (Failure due to Absence) and ii) faculty initiated student withdrawal from a class based on a student’s demonstrated absence from two or more classes during add/drop week. Make a recommendation to senate for further action and policy change, as necessary.

COMPLETED – No action. Accepted by Senate 4/05/18.

AA 5 Review Policy D05.0 and address the need to include language stating how in courses with multiple sections in a semester, the department head might require a common final. Propose a policy change if necessary and bring to senate for discussion and vote.

COMPLETED – No action. Accepted by Senate 4/05/18.

AA 6 Per policy B05.0, review policy D01.6 – Protocols for Academic Centers (last reviewed in 2008)

Senate agreed to move forward to next year in conjunction with Research & Scholarship Committee on 4/05/18.

AA 7 Review RIT Policy D 2.0 <https://www.rit.edu/academicaffairs/policiesmanual/d020> and modify as needed in order to clarify/update the amount of transfer credit allowable for an undergraduate degree

Ongoing. Returned to Committee from Senate on 4/05/18.

AA8 NO Charge was ever passed to Committee from Senate under this number.

AA 9 Review and summarize the report from the OTG Task Force and make recommendations for revision, as necessary, to Course Withdrawal Policy (D.05,IV) <https://www.rit.edu/academicaffairs/policiesmanual/d050t> and Probation and Suspension Policy (D.05.1) <https://www.rit.edu/academicaffairs/policiesmanual/d051..>

Ongoing. Has not been returned to Committee from Student Government.

AA 10 - Review Policy D05.1 for possible revision to remove the upper credit boundary.

Completed. Passed by Senate on 2/01/2018.

AA 11 Draft policy to require that all media for courses be captioned in accordance with guidelines provided by the Provost and the Department of Justice. Specify a process to address student concerns regarding captioned media. And to consider implementation implications and edge cases (media heavy courses, assignment that include viewing videos).

New – will be major focus in Fall 2018

CHARGES CARRIED FORWARD INTO 2018-2019

AA 3 Assess the guidelines for contact time per credit hour in the case of laboratory intensive classes, from college to college, from both the students' and faculty's perspective (teaching load). Determine whether guidelines for contact time per credit hour and student work hours are being appropriately adhered to and, as necessary, suggest how these guidelines might change for more effective operation within the new calendar structure. Identify if this should be an Institute-wide initiative or whether this should remain under the purview of individual colleges or academic units.

Some thought should be given by Senate to splitting this charge between the Academic Affairs Committee and the Faculty Affairs Committee. The contact time per credit hour is clearly within the purview of AA. The issue of faculty teaching loads would fall with FA.

AA 6 Per policy B05.0, review policy D01.6 – Protocols for Academic Centers (last reviewed in 2008)

Senate agreed to move forward to next year in conjunction with Research & Scholarship Committee on 4/05/18.

AA 9 Review and summarize the report from the OTG Task Force and make recommendations for revision, as necessary, to Course Withdrawal Policy (D.05,IV) <https://www.rit.edu/academicaffairs/policiesmanual/d050t> and Probation and Suspension Policy (D.05.1) <https://www.rit.edu/academicaffairs/policiesmanual/d051..>

Ongoing. Has not been returned to Committee from Student Government.

AA 11 Draft policy to require that all media for courses be captioned in accordance with guidelines provided by the Provost and the Department of Justice. Specify a process to address student concerns regarding captioned media. And to consider implementation implications and edge cases (media heavy courses, assignment that include viewing videos).

New – will be major focus in Fall 2018.

The existence of charges AA9 and AA11 make a compelling case for temporary expansion of AA to include student representation. Both AA9 and AA11 are major policy changes which require significant input from Student Government. It is far more efficient to have SG in on the discussion than to have to repeatedly go back and forth between SG and AA. I humbly suggest the temporary expansion of AA to include two non-voting student delegates, the SG President and Vice-President (or delegates).

CHARGES – LONG FORM:

Original Charges from Senate in September:

AA 1 Review D5.1 and consider applying restrictions prohibiting suspended students from participating in other RIT sponsored activities such as student government, Simone Center grants, RIT Clubs and Teams. Make recommendations for associated policy changes and bring them to senate for discussion and vote.

It seems that suspended students are excluded from Division I or III sports, but the policy is not clear on club sports or other activities. Investigate RIT's liability to have non-RIT students on competition clubs, travel representing RIT, or participating in Tiger Tank or other Simone Center activities. Is there a loophole in policy? Should we suspend students from all Campus activities and not just academic activities? Policy D 5.1 Academic Action Policy might be reviewed, in particular the section containing, "a suspended student cannot enroll in any credit or non-credit course at the university while on suspension". Specific cases are known where students are suspended from RIT but still work for the Simone Center, travel with SAE Competition teams, or participate on other clubs. This charge was suggested by Rob Garrick, who has some data to support the concern.

AA 2 After reviewing NY State/Middle States policy, explore the costs and benefits of reducing class time from 55 to 50 minutes, and from 80-75 minutes, while retaining the current "14-week" semester

Sean Rommel and Michael Jackson both independently suggested this charge based on the true value of the final 5 minutes and the question as to how much of a concern the final 5 minutes is for NY State approval. He explains that for the first two years of semesters, a reading day was incorporated and is now removed; there seems to be some inherent flexibility that can be utilized. He points out that there are many institutions using a 14-week semester against which we can compare our approach to identify best practices that provide better scheduling.

AA 3 Assess the guidelines for contact time per credit hour in the case of laboratory intensive classes, from college to college, from both the students' and faculty's perspective (teaching load). Determine whether guidelines for contact time per credit hour and student work hours are being appropriately adhered to and, as necessary, suggest how these guidelines might change for more effective operation within the new calendar structure. Identify if this should be an Institute-wide initiative or whether this should remain under the purview of individual colleges or academic units.

Sean Rommel suggested this charge. Laboratory sections are RIT's hallmark for experiential/hands-on learning but seem to be only informally considered in the load. Since the switch to semesters, the question is asked as to whether a 3 credit hour class in certain units (engineering) is occupying a load more commensurate with a 4 credit class. What are best practices for counting credit hours, contact hours and student work hours for labs?

Michael Jackson explained it, “since the [calendar] conversion, there are classes listed as 3 credits that require 3 lectures per week plus a Lab. Under quarters, that 2-3 hour lab was a separate credit hour. Basically, I see us requiring 4 credits of work but only awarding (and billing) for 3. This also ties up classroom space... Probably worse, a 3rd or 4th year student may be taking 15 credits, but could easily be spending 20-22 hours in class/lab. Under quarters, students needed permission to carry this type of overload. I think too many of them are overloaded and not handling it well.”

- AA 4 Investigate the options for i) a new FA grade (Failure due to Absence) and ii) faculty initiated student withdrawal from a class based on a student’s demonstrated absence from two or more classes during add/drop week. Make a recommendation to senate for further action and policy change, as necessary.**

Tom Prevandoski has initiated this charge since a frequent occurrence is the absence of students during the opening week of a course, while other students are waitlisted. In these cases, the students do not contact the instructor regarding their absence and it is typically too late for students to join a class once the student has actually withdrawn. Furthermore, when there are team projects, a student’s absence negatively impacts those of other students, and more importantly D’s, F’s and W’s strongly influence the instructor’s evaluations and may be student-attendance related. Other discussion points include the ability to place the student attendance rate on the transcript or on the instructor evaluation. A review of current attendance policies should be considered.

- AA 5 Review Policy D05.0 and address the need to include language stating how in courses with multiple sections in a semester, the department head might require a common final. Propose a policy change if necessary and bring to senate for discussion and vote.**

Elmer Young proposed that after section I.B the following line might be added: *‘In courses with multiple sections in a semester, the department head might require a common final exam’* or *‘In courses with sections mostly taught by adjuncts and TA’s, the department head might require a common final exam’*. Elmer suggests AAUP Parate vs. Isibor may be informational.

- AA 6 Per policy B05.0, review policy D01.6 – Protocols for Academic Centers (last reviewed in 2008)**

Policy B05.0 requires that policies be reviewed on a five-year cycle with one of three outcomes: i) The policy is reviewed and affirmed as accurate as written, ii) The policy is revised using the appropriate review and approval process or iii) The policy is recommended for decommissioning (it may no longer be applicable or obsolete)

- AA 7 Review RIT Policy D 2.0 <https://www.rit.edu/academicaffairs/policiesmanual/d020> and modify as needed in order to clarify/update the amount of transfer credit allowable for an undergraduate degree**

This is a repeat of charge 2016-17 AA 5. Concerns from Senate meeting on May 25th 2017 should be addressed.

Background: Questions have arisen with respect to the amount of transfer credit a student can receive for completion of a two year degree. Policy D 2, Section 1.A, last paragraph, indicates that “Under no circumstances can a recipient of a two-year associate's degree from another institution receive more than two years' transfer credit for that degree. However, applicable courses successfully completed beyond the associate's degree at the upper division or equivalent level may transfer to the student's intended program. RIT residency requirements must be satisfied. (See Policy D.12) degree”.

The question posed by department chairs is what the unit of measurement is here for deciding what ‘two years’ transfer credit for the degree is in terms of actual semester credit hours. Most associate degree programs are 60-66 credit hours. The way some interpret the language of this policy is that you can only transfer in 30 credit hours. Another way to look at it would be to say:

Programs which require 120 semester hours for a bachelor’s degree may transfer at most 60 semester hours from courses associated with the two-year associate’s degree. Programs which require more than 120 semester hours for a bachelor’s degree may transfer at most 50% of their program total from courses associated with the two year associate degree. So, for example a program that requires 126 semester hours could transfer a maximum of 63 semester hours; a program that requires 129 semester hours could transfer a maximum of 64 semester hours. Review is needed to determine if a modification to current policy language is warranted in order to provide clarity of intent and consistency in interpretation.

- AA 9 Review and summarize the report from the OTG Task Force and make recommendations for revision, as necessary, to Course Withdrawal Policy (D.05,IV) <https://www.rit.edu/academicaffairs/policiesmanual/d050t> and Probation and Suspension Policy (D.05.1) <https://www.rit.edu/academicaffairs/policiesmanual/d051..>**

Chris Licata proposed this charge in 2016-17 as a placeholder in the hope that the necessary groundwork etc would be finished in time to bring recommendations to the AAC in 2016-17. Work continues into 2017-18. The On-Time Graduation Task Force was to be discussing all of its recommendations with Provost Haefner in September 2016 and prioritizing those recommendations was to be part of this discussion.

The On-Time Graduation Task Force has recommended that potential changes to certain RIT policies be considered in order to better ensure that certain policies do not hinder on-time graduation. The current Course Withdrawal policy is one such policy.

In its final report and recommendations, the OTG Task Force highlights that RIT’s policy is currently relatively permissive and counter to on-time efforts, particularly when compared to the policies in effect at other private four-year institutions. Policies from RIT’s 21 benchmark schools were reviewed, along with other institutions, and the task force concluded that it would be in RIT’s best interest to revisit its current policy. The working team led by Lynne Mazadoorian, Director of University Advising and Belinda Bryce, Director, HEOP expect to be ready with proposed changes and proposed policy language by Spring semester or early Fall Semester. This

timeframe is dependent on an intermediary procedural step they plan to develop and implement prior to making policy language recommendations.

The On-Time Graduation Task Force has also identified the Probation and Suspension policy as particularly important to an On-Time Graduation Culture. While not ready yet to bring specific recommendations forward, the Task Force is currently collecting additional baseline data and expects that it may be ready to bring forward recommendations for changes in policy language during this academic year. The working team for this is comprised of Dr. Mohan Kumar, Professor and Chair, Computer Science Department and Rebecca Fletcher Roberts, Assistant Dean, College of Health Sciences and Technology.

Charges added during 2017-2018 Academic Year:

AA 10 - Review Policy D05.1 for possible revision to remove the upper credit boundary.

Sue Provenzano writes, “the Outstanding Undergraduate Scholar Award is governed by policy [D05.1 – Academic Actions and Recognitions](#). The policy sets the minimum requirements for award as follows:

Minimum University Requirements

Must have completed 83-128 credit hours of work, of which not less than 45 hours must be in RIT grade-bearing courses. Must have a cumulative GPA of 3.85 for all work completed at the university as of the previous spring term.

Over the past couple of years, we have noticed a problem with the upper boundary of credit (128) as it essentially makes BS/MS students or undergraduate students with significant transfer/AP credit ineligible for the award. Jeremy has been approving exceptions to the policy so that these students can be considered. To eliminate the extra work involved in manually checking these students and then Jeremy having to approve exceptions, could the Academic Affairs Committee review this section of the policy for possible revision to remove the upper credit boundary? We have checked with the Registrar’s Office and the upper boundary could be removed without creating other problems in identifying students who are eligible for the Award.

I know that charges may already be set for this year but it would be really helpful if this revision could be considered for next year’s candidates. For this year, we will continue to have Jeremy approve exceptions.

AA11: Draft policy to require that all media for courses be captioned in accordance with guidelines provided by the Provost and the Department of Justice. Specify a process to address student concerns regarding captioned media. And to consider implementation implications and edge cases (media heavy courses, assignment that includes viewing videos).

Co-sponsored by Carol Marchetti, Dino Laury, Jess Cuculick, and Charlotte Thoms

- Draft policy to require captioning, following the outline of the Provost's guidelines (similar to the Submission of Grades Policy D5.0*, Section VIII, Paragraphs A and B) and address accuracy, synchronicity, completeness, and placement of captions. We recommend captions conform to the same guidelines as stipulated by the WCAG 2.0 level A and AA as required by the Department of Justice. (<https://www.w3.org/TR/WCAG20/>; <https://www.section508.gov/content/build/website-accessibility-improvement/WCAGconformance>)
- Specify a process to address student concerns regarding captioning (similar to the Submission of Grades Policy D5.0*, Section VIII, Paragraph C)
- Address a mechanism to communicate policy with faculty members, including adjunct faculty members, guest lecturers, and invited speakers. (Faculty Employment Policies E4.0** or other appropriate policy)

*<https://www.rit.edu/academicaffairs/policiesmanual/d050>

**<https://www.rit.edu/academicaffairs/policiesmanual/e040>

SUPPORTING DOCUMENTATION FOR COMPLETED CHARGES:

AA 1

Review D5.1 and consider applying restrictions prohibiting suspended students from participating in other RIT sponsored activities such as student government, Simone Center grants, RIT Clubs and Teams. Make recommendations for associated policy changes and bring them to senate for discussion and vote.

It seems that suspended students are excluded from Division I or III sports, but the policy is not clear on club sports or other activities. Investigate RIT's liability to have non-RIT students on competition clubs, travel representing RIT, or participating in Tiger Tank or other Simone Center activities. Is there a loophole in policy? Should we suspend students from all Campus activities and not just academic activities? Policy D 5.1 Academic Action Policy might be reviewed, in particular the section containing, "a suspended student cannot enroll in any credit or non-credit course at the university while on suspension".

Specific cases are known where students are suspended from RIT but still work for the Simone Center, travel with SAE Competition teams, or participate on other clubs. This charge was suggested by Rob Garrick, who has some data to support the concern.

CURRENT POLICY

D05.1 Academic Actions and Recognitions

II. ACADEMIC PROBATION AND SUSPENSION

A. Undergraduate Policy

An undergraduate student must maintain a cumulative GPA of 2.00 or above at RIT in order to remain in good academic standing. To help students maintain satisfactory academic performance, RIT has set academic standards that serve to identify, warn, and provide timely intervention to a student who is experiencing academic difficulty.

In addition to the university requirements outlined below, individual colleges and/or programs may define more rigorous requirements for maintaining good academic standing. This information must be approved by the dean, clearly defined within published college policy, communicated in the university bulletin, and communicated to the Provost's Office. For programs housed outside the college structure, the approval of the director of the academic unit is required.

All probation and academic suspension actions are taken at the end of the fall, spring and summer terms.

Probation refers to the academic action taken when a student is not in good academic standing. A student placed on probation is expected to sufficiently raise his/her GPA in the succeeding term so that the probationary status can be removed. In some circumstances, a student will also be required to satisfy specific conditions required by the home department in the form of an academic contract in order to be removed from probation. Failure to meet

the terms of probation may result in suspension.

Suspension refers to the academic action taken when a student is not permitted to enroll in courses at the university for a period of one calendar year.

1. Any degree-seeking undergraduate student whose term or cumulative grade point average (see D5.0-Grades, section G) falls below a 2.00 (C average) will be placed on probation.
2. Any student who is on probation according to A.1. above and who is not removed from probation in the two succeeding terms (including summer session) in which credit is attempted will be suspended from RIT for a period of one calendar year.
3. Any student who has been placed on probation after having been removed from probation and whose cumulative grade point average is below 2.00 will be suspended.
4. Any student who has been placed on probation after having been removed from probation and whose cumulative grade point average is 2.00 or above will be granted one term to be removed from probation before suspension from RIT.
5. Any student whose term grade point average falls below 1.00 will be suspended from RIT for a period of one calendar year.
6. Students who have been readmitted to their original program after having been suspended and then qualify for probation will be suspended from RIT.
7. A suspended student cannot enroll in any credit or non-credit course at the university while on suspension.
8. A suspended student may appeal a suspension decision. Individual colleges and/or programs may set limitations on the number of appeals a student can submit.
9. A suspension may be waived upon written appeal to the student's home program. Final suspension waiver requires dean (or designee) approval. For programs housed outside the college structure, the approval of the director of the academic unit in which the enrollment is requested is required.
10. A suspended student may be required to satisfy specific academic conditions imposed by the home department in order to be considered for readmission to his/her program.
11. A suspended student may be admitted to another program if it is approved by the dean (or designee) of the college in which enrollment is requested. For programs housed outside the college structure, the approval of the director of the academic program in which the enrollment is requested is required.
12. Students must apply through undergraduate admissions for re-admission at the end of their suspension. Such re-admission must be approved by the dean (or his/her designee) of the college for which they are requesting enrollment (this may be the original college or another). For programs housed outside the college structure, the re-admission must be approved by the director (or designee) of the academic unit for which they are requesting enrollment.

B. Graduate Policy

Degree-seeking graduate students will be placed on probation or suspended from the university according to the criteria enumerated below. All actions are taken at the end of the term; however, a student may petition the dean of their home college for reconsideration of probation or suspension should the removal of an incomplete grade (I) raise the program

grade point average above those stated below. For programs housed outside the college structure, the approval of the director of the academic program in which the enrollment is requested is required.

Each degree-seeking graduate student will generate two different grade point averages that appear on the transcript - cumulative and term averages. The university cumulative average reflects all course work completed at RIT at the graduate level. The term average reflects a single term of academic activity. In addition, each graduate student has a program average used for degree certification that is manually calculated by the academic unit and reflects course work completed at RIT applicable to graduation in a student's current academic program. The current academic program refers to the university and college degree course requirements specified by the degree granting college and noted in the graduate catalog. In addition to the university requirements outlined below, individual colleges and/or programs may define more rigorous requirements for maintaining good academic standing. This information must be approved by the dean, clearly defined within published college policy, communicated in the university bulletin, and communicated to the Provost's Office. For programs housed outside the college structure, the approval of the director of the academic unit is required.

1. Any degree-seeking graduate student whose cumulative and/or program grade point average (see D5.0 - Grades, section VII) falls below a 3.00 after 9 credit hours (attempted or earned) subsequently will be placed on probation and counseled by the graduate program director (or his/her designee) concerning continuation in the graduate program.
2. Students on probation must raise their program cumulative and program grade point average to 3.00 within 9 credit hours (attempted or earned) or they will be suspended from the graduate program.
3. A graduate student suspended for academic reasons, must apply for readmission.
4. A suspended student cannot enroll in any credit or non-credit course at the university while on suspension.
5. A suspended student may appeal a suspension decision. Individual colleges and/or programs may set limitations on the number of appeals a student can submit.
6. A suspension may be waived upon written appeal to the student's home program. Final suspension waiver approval requires dean (or designee) approval. For programs housed outside the college structure, the approval of the director of the academic unit in which the enrollment is requested is required.
7. A suspended student may be required to satisfy specific academic conditions imposed in order to be considered for readmission to his/her program.
8. A suspended student may be admitted to another program if it is approved by the dean (or designee) of the college in which enrollment is requested. For programs housed outside the college structure, the approval of the director of the academic program in which the enrollment is requested is required.

ACADEMIC SUSPENSION POLICIES FROM RIT BENCHMARK SCHOOLS

- Students on academic suspension may not*:
 - Register for courses
 - Attend classes
 - Live in student or fraternity/sorority housing
 - Use campus facilities including athletic facilities, library, and computer clusters
 - Participate in student activities
 - Be members of student organizations
 - Have student jobs

*Note: summarized from multiple institutions

- Peer institutions researched:
 - Carnegie Mellon, Case Western, Clarkson, Cornell, Drexel, Illinois Institute of Technology, Lehigh, MIT, NYU, and Northeastern.

DISCUSSION WITH RELEVANT STAKEHOLDERS

1. Rob Garrick, Ph.D., P.E., Professor, Acting Department Chair
Manufacturing and Mechanical Engineering Technology
2. Bobby Colón, Esq., General Counsel, Office of Legal Affairs
3. Richard DeMartino, Simone Center and Tiger Tank (No response)
4. Scott McVean, Senior Associate Director of Intercollegiate Athletics
5. Lisa Boice, MBA, JD, Assistant Dean, Student Services, Saunders College of Business
6. David K. Bagley, Assistant Vice President for Student Affairs, Co-Administrative Advisor, Student Government
7. Farid Barquet Ramos, Student Government (No response)

D18.0 (VIII) (A) (4): VIII. Responses to Violations of the Student Code of Conduct

4. *Suspension.* Suspension is the immediate removal of the Student's affiliation with the university for a specific period of time, which includes exclusion from classes, university housing, and all other university activities. Suspended Students are not allowed to be on campus for any reason during the period of suspension and may be arrested for trespassing if found on university property. Students returning from suspension have an initial restriction from living in campus housing and are placed in indefinite probation for the remainder of their time at RIT. Suspended Student organizations may lose certain privileges, such as use of campus facilities, participation in university activities, use of allocated funds, recruitment, or new member education activities. If a Student organization with a national affiliation (e.g., a Greek-letter organization) is found responsible for misconduct and is placed on a status of Suspension, RIT will inform the national office of the decision. Specific conditions will be required to be completed prior to the Student or Student organization's return.

Once the term and the conditions of a suspension are completed, it is the responsibility of the Student to contact their academic college to discuss returning to that college.

SUB-COMMITTEE RECOMMENDATIONS

Revise D5.1 to be consistent with other university policies regarding student suspension. For example, D18.0 outlines the student conduct process and includes suspension as a permissible outcome for violations of the Student Code of Conduct. See D18.0(VIII)(A)(4). Suspension in this context includes exclusion from classes, university housing, and all other university activities. Suspension is also an appropriate remedy for violations of D18.1 (Alcohol and Other Drugs Policy) and D19.0 (Student Gender-Based and Sexual Misconduct Policy-Title IX).

AAC RECOMMENDATION - REVISE D5.1 POLICY TO STATE D05.II.A.13:

“Academic **Suspension** refers to the academic action taken that immediately removes the Student’s affiliation with the university for a period of one calendar year. A student on academic suspension will be excluded from classes, university housing, and all other university activities during the period of suspension. A suspended student may attend university events open to the general public. The student's participation at university events will be limited to the participation of the general audience.”

AA 2 After reviewing NY State/Middle States policy, explore the costs and benefits of reducing class time from 55 to 50 minutes, and from 80-75 minutes, while retaining the current “14-week” semester

Charge AA2 was handled completely by the Provost’s Office. The Provost’s Office did peer research, held open town halls and formulated several options. Ultimately, after feedback from all stakeholders, the Final Exam time was extended to preserve the correct number of total instructional hours and the class times reverted to 50 minutes for classes meeting three times per week and 75 minutes for classes meeting twice per week.

AA 3 Assess the guidelines for contact time per credit hour in the case of laboratory intensive classes, from college to college, from both the students’ and faculty’s perspective (teaching load). Determine whether guidelines for contact time per credit hour and student work hours are being appropriately adhered to and, as necessary, suggest how these guidelines might change for more effective operation within the new calendar structure. Identify if this should be an Institute-wide initiative or whether this should remain under the purview of individual colleges or academic units.

We got a late start on this charge. It was hoped that much of the information could be gleaned from the Registrar’s Data base. Unfortunately, when the query was run in late March, it was discovered that there were significant gaps in the data. We will need to reach out to the individual colleges to fill in the gaps with regard to actual contact hours.

Held over into Fall 2018

AA 4 Investigate the options for i) a new FA grade (Failure due to Absence) and ii) faculty initiated student withdrawal from a class based on a student's demonstrated absence from two or more classes during add/drop week. Make a recommendation to senate for further action and policy change, as necessary.

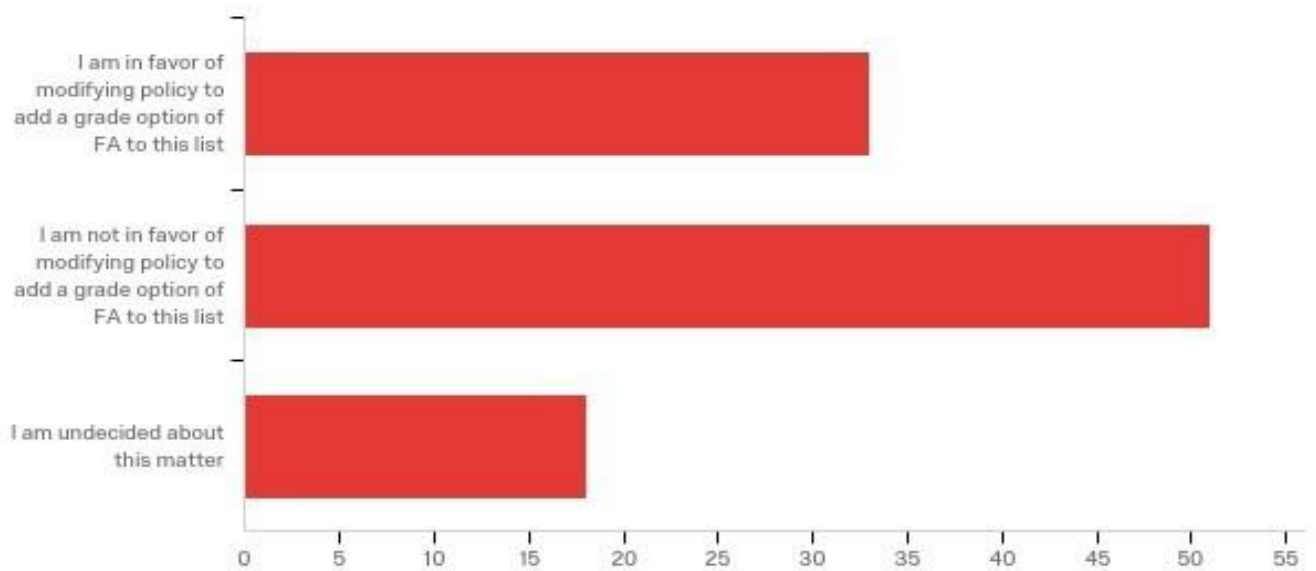
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Final_Feedback for the Academic Affairs

Committee December 5th 2017, 3:28 pm EST

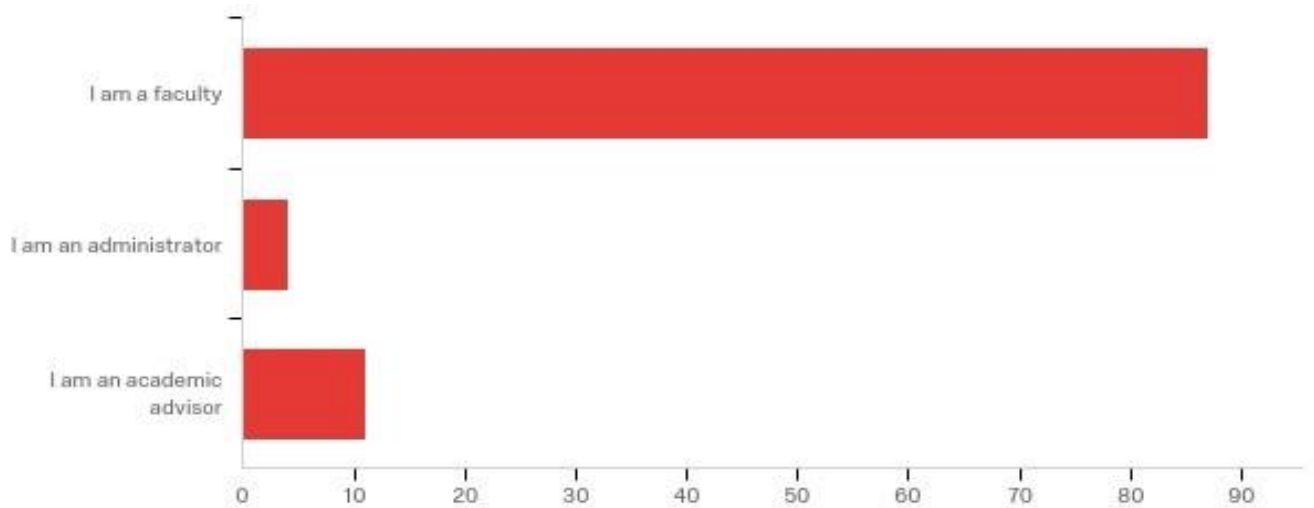
Q2 - Current options for faculty to assign grades include: A, A-, B+, B, B-, C+, C, C-, D, F, I.

The committee asks for your feedback in regards to the option of adding FA to the current list.



#	Answer	%	Count
1	I am in favor of modifying policy to add a grade option of FA to this list	32.35%	33
2	I am not in favor of modifying policy to add a grade option of FA to this list	50.00%	51
3	I am undecided about this matter	17.65%	18
	Total	100%	102

Q3 - Which of the following best describes your position at RIT? Please choose one of the following.



#	Answer	%	Count
1	I am a faculty	85.29%	87
2	I am an administrator	3.92%	4
3	I am an academic advisor	10.78%	11
	Total	100%	102

Q4 - Please share any feedback or ideas you have about this matter. Thank you.

Please share any feedback or ideas you have about this matter. Thank you.

I think it would be wise to make this change. If I was deciding on where to invest the scarce resources of the advising staff and faculty, I would want to know if the student was doing their part. The way the current grading system is, the student can just say, "I had a bad instructor" - and it IS the instructor who feels the consequence of assigning an F. A student can just retake the class and replace the grade.

I would recommend that some additional paperwork come with assigning a grade of FA however. A faculty member should be able to document approximately how many classes the student attended, what assignments were submitted, exams taken (with scores), and early alerts submitted by the faculty member when they assign an FA. An FA with no supporting documentation doesn't seem like it would be fair to the students.

Attendance policies go against everything for which college is preparing students. If a student can learn on their own, outside class, and show up for in-class graded work and pass, then why should we punish them -- maybe lectures are stifling their ability to learn, so they do better on their own. On the flip side, if a student consciously decides to skip class and fails, they fail, simple as that.

We are supposed to be preparing students for life beyond college, in the real-world. If you miss work, there is no "fired due to absence", you are just fired.

They are paying a lot of money to attend college to learn, and they should be able to do that in whatever way works for them. If they don't want to learn, why would I want to take any more time out of my day?

As a faculty member, I invest in teaching a student as much as she/he invest in learning. College is about taking responsibility, I do not want to, and should not be a babysitter. I'll gladly make a note in the progress surveys, but if the student chooses not to act, that should be completely on them and not create any more work for me.

The real problem I am having is students who miss class then show up to office hours wanting a private lecture. As a tenure-track faculty member, I give in to these students only because I need good student evaluations. If a student missed a significant amount of classes for a valid reason, then why wouldn't they receive an "I" until they could complete the work.

If the student missed a significant amount of classes for an invalid reason, then they have earned an "F" no? Students know from the first day what is required to do well in the class. If attending class is part of that requirement, then why differentiate between a "F" and "FA". If we go down this road then we need to add a "FT" for students who did poorly because they have test anxiety.

I'm in favor of something similar to the FA but maybe not actually that. I don't like the term absence. That will make it seem like we are grading if the students show up, we are in some ways even when we don't take attendance but not totally. I think the problem is that we would have to all start taking attendance and actually trusting that in a large class whatever method we used couldn't be conned. I would prefer something failure no show or failure no work or something. I've had plenty of students not show up for the exams, not turn in anything and fail because of that. Those are the ones we want

to call out, the ones that should have dropped but didn't. I would value that info when decisions for academic actions had to be made, it is a lot easier to give someone another chance when they tried than when it was a joke.

In all honesty, I think we should have withdraw passing and withdraw failing or something similar to slow down the I'm not doing well enough students. Along with limits on the W allowed and grade replacements, that will help our on-time graduation more than some of the other things. Other schools do this so we should be able to figure out how.

I think the last point under "cons" is really the key one. I haven't really had students who failed a class who didn't skip a huge amount of work and a substantial number of classes.

It is my experience that most failures are due to lack of class or lab attendance. Knowing if this happened to others might us find a solution.

Why is a remedy being sought for one who does not attend class and does not even take the time to withdraw from the class?

We need fewer grades, say A, B, I, W and F, based on objective measurable degrees of attainment of course learning objectives. A student with excessive absences should get an I or a W.

Class attendance does not equate to the amount of effort a student puts into a course, nor how much they pay attention or learn in class. I have had students that are frequently absent do very well, and those that never miss class do poorly for lack of doing homework or studying. Having a grade of FA available puts a burden on the faculty to take attendance, and to do something if attendance is poor. We already have academic alerts to flag this behavior. Ultimately, success in a class is the responsibility of each student, and attendance alone can not be blamed if a student fails.

This is a very good potential policy to implement to reduce unexcused absences.

Thank you

An attendance indicator can be incorporated separately. In principle, we could use mycourses as an attendancetaking tool, so that students see their attendance, and that element could be reported with the course grade. Fundamentally, the course grade is about outcome, not the *reason* for an outcome, and I think we should keep the pieces of information separate.

It is often frustrating that a student not show up you try to get them to drop the class and they do not and then you have to give a failing grade. This more closely identifies why the failing grade.e YES!!

I am undecided as I do not see the motivations and considerations. Please provide more data, otherwise it looks like you are asking how "I feel" about this.

As an advisor, I think it would be helpful to be able to see explicitly that a failure in a class was due to a lack of attendance. We can sometimes put the pieces together between early alerts and what we're hearing from the student and/or faculty member that the student isn't getting to class, but not being a part of the classroom experience, we're out of the loop on just how much a student is missing class time.

Not to mention we're not typically getting the full story from the student. Being able to structure a conversation with a student who's struggling around FA grades could be helpful and give us more context for understanding what could be hindering their success. The only potential downfall I'm seeing right now is the lack of consistency with this application. I know of several instructors who don't enforce any attendance policy. So even if the issue in their class was that a student had too many absences to be successful, they would still be assigned the normal "F" grade with no official attendance policy in place. Ideally it would be nice to know that any "F" grade assigned is due to factors other than attendance and any "FA" grade is directly correlated to their attendance, but I'm afraid that is impossible without mandating a college-wide attendance policy.

Isn't this what the Starfish system is for? I see no need to add this. If a student fails due to lack of attendance, they fail.

I don't think a university should have a mandatory attendance-taking policy. To put it crudely, it'd be like a restaurant having a policy that you have to eat what you ordered.

However, it'd be useful to be able to indicate that a given grade was assigned because of absence and not because of bad performance. There are probably other, less intrusive ways to achieve this. For example, MyCourses could be modified to differentiate between grades of 0 given because bad performance and lack of performance (absence), and to keep track of these for each student.

It sounds as if this is internally driven to provide advisors with additional information to help identify students needing additional support. This is a very worthy goal. However, there are other ways to achieve the goal of gathering information about excessive absences. 1. The early alert system should already provide the desired information about excessive absences. 2. In my department faculty are required to submit forms explaining why students earn F. This can be implemented within the grade submission portion of SIS - a field could pop up when an F is entered in which the instructor must explain the F before the grades can be submitted. At least one other local college already does this using the exact same grade submission software.

Over the 20 years I've been at RIT the greatest fraction of my students who have earned Fs have done so by failing to submit work (All 4 of my upcoming Fs this semester fall into this category; they have come to every lab yet not submitted one or more required lab reports). Probably the second most common cause is submitting very poor quality work on major assessments. Should we create additional variants of F to account for these other categories of causes?

Transcripts are also used externally. How would an FA vs. an F grade affect these students in a job search; these are already students who struggle to find jobs?

Instituting such a policy will most likely require a provision for excused absences and this will only compound the matter. If they are absent a lot, chances are their performance on other things like quizzes and exams are probably poor too and they will fail based on these unless attendance is a major part of the grade. But attendance does not equate to learning!

From an advising standpoint, the Starfish system would be adequate to explain why a student is failing. I am not sure why it would be necessary from a grade perspective, and some professors would find taking attendance cumbersome at best.

As a lecturer, grades (D, W, or F) in several of the classes I teach are usually high and heavily related to the daily attendance record. Students that fail to attend class are not necessarily failing due to an inability to comprehend the material of the course, but rather their ability and willingness to be present to see the material in the first place. The school has no way of knowing whether a student fails due to their attendance unless I have the time to make a report for each student that fails due to absences and have it make its way to the upper administration. I think it is important not only for advisors to know that a student failed due to lack of attendance, but for our administration and department heads to know that failure of a course does not necessarily mean that the fault lies in the course curriculum or instructor.

The students that fail because they are doing their work and going to class is rare. I think the F grade speaks for itself.

I see numerous cases of poor attendance in my classes, and with nearly every case, excessive absenteeism results in low grades. In addition, there have been numerous cases of students who refuse to withdraw from a class to preserve their full-time status, even though they are no longer making any effort towards completing their programs. Some indication should be made to make these cases known. Attendance is integral to performance, not separate.

Until this semester I would definitely have voted Not In Favor. I have always felt that students who miss class too much do not do well on graded work, thus no need for further complicating the grading system. This semester I have one student who is definitely absent too much, and I do not have an attendance policy in my class policies. I will fix that next time. Overall I still feel we do not need to add more complexity to the grading system.

Why? Why do we need this? Should we have an AI? A grade of A due to Intelligence so that we can distinguish it from AW, a grade of A due to hard Work? No! We don't need any "modifier" grades. An F is an F. A student could earn an F if they attend all classes and do well enough on tests but don't hand in any homework. Would that be an FH?

In my opinion the FA grade is unnecessary and invites the addition of other unnecessary grades.

At a previous university we had a similar option. Specifically, faculty could assign a grade of U which stood for "Unofficial Withdrawal". This indicated the student had simply stopped attending the class but had never (for whatever reason) completed the withdrawal process. The term seems more supportive than calling it a "failure" (regardless of how the grade affects the gpa, suspension, etc).

Already students and the stake-holders such as advisors are reminded several times of a student's chronic absence. Ideally, there should be no reason for the faculty to explain what percentage of F's are due to absences, poor grades in final exams, tests, etc. It is demeaning to have one's professional integrity placed under such scrutiny. Instead of improving the professionalism of the administrators and

establishing reasonable policies to evaluate instructors, please don't try to throw more bureaucratic nonsense.

I don't really see the advantage of this. It raises all sorts of questions, such as what qualifies as excessive absences...and, in the end, it seems to me that what constitutes an F (due to any combination of poor performance and poor attendance) is best left to the discretion of the instructor as outlined in their syllabus.

Usually, an F is earned through a combination of factors.

Students should be proactive in the learning process and be stakeholders: Being absent limits their exposure to additional educational methods, problem solving strategies, and cognitive thinking exercises.

I see no need to further complicate the grading system. A failure is a failure.

Failure is Failure

Alert system logs reasons for failure. This is unnecessary and complex.

An F is an F.

Failure due to excessive absences would not penalize the class or faculty member teaching the class for the failure.

I would need to see what the parameters are. Eg. Is this literally just absence or lack of participation through absence?

This would require careful tracking of absence and excused absence and a policy on when this could be done.

Is this related to negative student comments in srate to show that those who enter comments are doing it are not present? What would we hope to gain from this? Does this option solve a problem?

We have systems in place that help alert undergraduate students when they have failed to meet course requirements "Starfish" This system is best used for students to alert them and provide resources. Could we use the same system for graduate students?

This policy seems to complicate matters further. If a student fails a course because of not attending class... they have earned an F.

Several students "take advantage" of the fact that there is no failing policy due to the number of absences, not realizing that there is a good chance they would get an F because of the lack of preparation for the class. While we hope they act in their best interest, knowing what they are doing, that is not always the case.

Why do this? Does it matter if a student fails because he/she does not attend lectures, fails exams, doesn't take exams, etc? Should we also offer a FS grade for failure because of a lack of submittals? It seems an FA grade unnecessarily complicates the grading of a failing student. They didn't not meet the course expectations - period.

I believe that part of the student's education is learning to become responsible adults. That means coming to class and trying their best. I don't take attendance. If the FA grade becomes policy will I be forced to take attendance like a high school teacher? What if I choose not to? Early alerts address this, if an issue already

Excellent idea.

Taking a class means participating in it; you can't do that well if you miss to many classes.

Providing and FA grade for say more than 50% of the classes would send a signal to the students about the importance of attendance.

Adding this to the list of grades will force instructors to take attendance, which is extra work and which will take some time from each class. Since we are being asked to remove two class meetings from courses each semester, this is a bad idea.

It is possible for students to miss about 30% of classes, and they are able to make up and pass, but if a student can not and fails then the absence is a contributing factor. This needs to be addressed.

Do other schools do this? How would this effect financial aid for students? I think we need much more information before any decisions are made.

Ridiculous idea and a massive pain in the ass to implement, causing needless record keeping and record reporting burdens on the instructors' part. Furthermore, this is a college, not a high school. If students want to absent themselves for the classes, they should be allowed to do so. If the students do just the exams, and the exams are worth 70% of the grade, and the student does them perfectly, there is no way I would not give them a C just because I did not see them in class. If, on the other hand, coming to the classes contributes to a nontrivial portion of the grade, then it is sufficient that the students fail by not doing well on those specific, attendance-related instruments.

There ought to be no credit given, nor credit taken away just for presenting warm bodies at a certain location at a certain time.

I was initially in favor of this, since failure by absence does seem somehow different from a regular F. Upon further reflection, though, I worry that it somehow could absolve faculty from a responsibility to seek out students that aren't coming to class. If we are creating an environment in which students don't feel comfortable and so stop attending, somehow that is our fault, and an FA makes it seem like the student just didn't try. So I'm ambivalent. Students are young adults and attendance is their responsibility not mine. I do not take attendance nor do I give any credit for attendance. If they think they can do well in my class without attending regularly, they are welcome to try. However, I have never yet seen anyone

succeed to pass my course with this strategy. If FA is added as any optional policy, I am not opposed. But I will likely not use it.

The DWF rates in my courses are typically strongly correlated with attendance. Unfortunately, attendance is not reported to the upper administration and, unless I write a full report explaining why students fail, they will never have the reasoning. I am a lecturer and high DWF rates are cause for concern for my head and dean. It only makes sense that we have this new grade item to justify the reason so many students fail, and it is not always the fault of the instructor or the curriculum.

Presumably, a student missing a significant number of class meetings would also miss a significant number of assignments, thus failing for multiple reasons, not just attendance. But if a student feels they know the material and are taking the class without attending but doing the assignments, exams and any other out of class work (sort of a long term credit by examination), I am not sure that student should be penalized. RIT has a number of wonky rules that seem to force students to take courses they may already have taken elsewhere, such as AP credit within their major.

This is a great idea. It will make very clear the part of the DFW rate over which we have no control.

I don't see the point of this. I have rarely seen a student who puts in effort fail a class. They fail because they don't show up and/or don't do the work!

I think it would be difficult to tease out failing from excessive absence vs. other failure. In my experience, usually students who are absent a lot also perform poorly. I think it would burden instructors to have to make a determination regarding the cause of a student's poor performance when assigning a grade.

Some students can learn on their own. The impetus to learn should be self regulated and not governed by policy.

Many students cease attending when they are convinced that they will fail, so there is a very strong correlation between the two types of failure.

Early alerts are a good way of communicating whether or not absence is a major issue.

How do external bodies evaluate this grade? Does it go on the transcript? Who does it benefit/help to have this information?

AA 4 II) Faculty-initiated withdrawal

We researched attendance and drop/withdraw policies at a variety of schools. The initial charge – to provide a faculty-initiated withdrawal was introduced by a faculty member who has taught at MCC. The policy of faculty-initiated withdrawal was problematic at MCC and has been modified. Other institutions do permit faculty to withdraw students. A small selection of schools are listed below:

Summary of Discussions with MCC:

Prior to fall term 2017, faculty could withdraw students for non-attendance after the first week as documented in their course syllabus. Because the policy was applied inconsistently and some students who had attended class were withdrawn, MCC has modified their policy. They seem to be in a transition and desire to get to a consistent, college-wide practice.

Now, MCC is asking faculty to report any student who has missed 50% or more at the end of week two, and again in weeks three and four. Those students are contacted via an “early alert” type process. If a student has NOT ever attended in the first three weeks is dropped from that class at the end of three weeks. Note: I do not know how they prevent their previous problem of inadvertently dropping a student who has attended a class.

Syracuse University Attendance Policy

Attendance in classes is expected in all courses at SU. Class attendance requirements and policies concerning nonattendance are established by the instructor(s) of each class. Students are expected to arrive on campus in sufficient time to attend starting with the first meeting of all registered classes. Students who do not arrive and attend classes starting on the first day of their classes may be academically withdrawn by their college or departments as not making progress toward degree by failure to attend.

Instructors have the option to drop students who do not attend the first week of class (up to and including the Add deadline). If an emergency prevents a student from attending the first week, the student must contact the instructor before the Add deadline to affirm his/her intention to continue in the course. Administrative drops must be completed by the financial drop deadline, three weeks from the first day of class.

Carnegie Mellon

No mention of administrative drop, administrative withdrawal, or similar in policy. Students who are registered for a course are required to pay for that course even if they do not attend.

Case Western Reserve

Students are expected to attend classes regularly. Each instructor is free to determine the extent to which absences affect the final grades of students but should make the policy regarding attendance known at the start of the course. Instructors should report excessive absences to the Office of Undergraduate Studies. Instructors who judge a student's absences from class to be excessive may drop the student from the course with a grade of F. Instructors taking such action must notify the student's dean in writing.

Northeastern

The university expects students to meet attendance requirements in all courses to qualify for credit. Attendance requirements vary; it is the student's responsibility to ascertain what each instructor requires. Failure to meet attendance requirements may force a student to drop the applicable courses. Classes for day students are normally scheduled from 8:00 a.m. to 5:40 p.m., Monday through Friday. Students should not make conflicting commitments until the class schedules for each semester are final. Permission to make up work may be granted by instructors for reasonable cause. Requests must be made immediately upon a student's return to class. Laboratory work can be made up only during the hours of regularly scheduled instruction.

AA 5 Review Policy D05.0 and address the need to include language stating how in courses with multiple sections in a semester, the department head might require a common final. Propose a policy change if necessary and bring to senate for discussion and vote.

COMPLETED – No action. Accepted by Senate 4/05/18.

Current policy D05.0 states:

“I. STATEMENT OF STANDARD

At the commencement of the course, and as appropriate throughout the course, it is the instructor's responsibility to:

- A. Define criteria for evaluation.
- B. State the process for converting the professor's evaluation criteria to the RIT grading system.
- C. Identify timelines for announcement, submission, and the return of graded work either at the beginning or during the progress of the course.”

The complainant wants language added that essentially empowers the Chair/Head to mandate common exams.

Discussion with the plaintiff led us to conclude that his main concern was his academic freedom, and D5.0, which, as currently written, makes grading his responsibility, and that his School Head/Department Chair does not have the authority to mandate common exams or syllabi.

With regard to the complainant’s charge, we find that it is an isolated problem and there is a grievance procedure available to remedy it. Moreover, as per RIT policy E2.0 on Principles of Academic Freedom, while all members of the faculty at Rochester Institute of Technology are entitled to full freedom in their teaching, it is also expected that the aforementioned teaching will be aimed toward achieving the educational objectives *agreed upon by the faculty*, administration and board of trustees.

In this case, a common final is an educational objective. Department faculty do not need to be unanimous in their support for a common exam but once the *majority* voice is achieved, this constitutes *agreement* by faculty and administration (i.e., the department chair).

For this reason, we recommended no policy changes.

AA 6 Per policy B05.0, review policy D01.6 – Protocols for Academic Centers (last reviewed in 2008)

Policy B05.0 requires that policies be reviewed on a five-year cycle with one of three outcomes: i) The policy is reviewed and affirmed as accurate as written, ii) The policy is revised using the appropriate review and approval process or iii) The policy is recommended for decommissioning (it may no longer be applicable or obsolete)

This charge was a pro forma review of policy. Shortly after the 2017-2018 year started, the new Research & Scholarship Committee was given a very similar charge:

Review policies Misconduct in Research and Scholarship C02.0 (last review (LR) 1996), Agreement for Commissioning of Educational Materials C03.1 (LR 2007), Policy for the Protection of Human Subjects in Research C05.0 (LR 2011), Protocols for Academic Centers D01.6 (LR 2008), according to policy B05.0.

Academic Affairs attempted to tackle the charge on their own. The first course of action was to attempt to contact “Center Directors” to determine if they felt the current policies worked for them. We contacted a number of Directors for input and received a lot of interest in revisiting the policy. We also were informed by some of the people we contacted that they didn’t consider themselves “Centers” in the D01.6 sense.

“Center” is a ubiquitous term at RIT that may apply to many entities for which D01.6 was not intended. There was some sentiment that only FA recovery Centers should count, but that is not clear from the policy itself.

At that point, Callie Babbitt and Brian Landi from the Research and Scholarship Committee approached us about the issue of “Centers”. They also weren’t sure exactly who to include. After numerous emails, we decided the following:

1. Centers of Excellence would seem to better fall under the purview of the Research & Scholarship Committee.
2. There are numerous “centers” on campus. Determination of exactly which ones fall under D01.6 proved challenging.
3. The Research & Scholarship Committee was just formed and needs more time with this issue.
4. Various “Center” Directors have expressed an interest in weighing in and helping reformulate this policy.

Our joint recommendation was to bring this charge back in 2018-2019 as a joint effort of Academic Affairs and Research & Scholarship.

We propose to establish a joint subcommittee with members from AAC and RSC that look at the policy in general with a specific intent to provide structure for all of types of centers and the operational aspects with benchmarking from peers such as the University of Michigan. The joint subcommittee would work closely with the Provost and OVPR offices as well as garner feedback from current center directors to inform on the policy.

AA 7 Review RIT Policy D 2.0 <https://www.rit.edu/academicaffairs/policiesmanual/d020> and modify as needed in order to clarify/update the amount of transfer credit allowable for an undergraduate degree

This is a repeat of charge 2016-17 AA 5. Concerns from Senate meeting on May 25th 2017 should be addressed.

Background: Questions have arisen with respect to the amount of transfer credit a student can receive for completion of a two year degree. Policy D 2, Section 1.A, last paragraph, indicates that "Under no circumstances can a recipient of a two-year associate's degree from another institution receive more than two years' transfer credit for that degree. However, applicable courses successfully completed beyond the associate's degree at the upper division or equivalent level may transfer to the student's intended program. RIT residency requirements must be satisfied. (See Policy D.12) degree".

The question posed by department chairs is what the unit of measurement is here for deciding what 'two years' transfer credit for the degree is in terms of actual semester credit hours. Most associate degree programs are 60-66 credit hours. The way some interpret the language of this policy is that you can only transfer in 30 credit hours. Another way to look at it would be to say:

Programs which require 120 semester hours for a bachelor's degree may transfer at most 60 semester hours from courses associated with the two-year associate's degree. Programs which require more than 120 semester hours for a bachelor's degree may transfer at most 50% of their program total from courses associated with the two year associate degree. So, for example a program that requires 126 semester hours could transfer a maximum of 63 semester hours; a program that requires 129 semester hours could transfer a maximum of 64 semester hours. Review is needed to determine if a modification to current policy language is warranted in order to provide clarity of intent and consistency in interpretation.

Policy D 2, Section 1.A, Transfer Credit reads:

"Under no circumstances can a recipient of a two-year associate's degree from another institution receive more than two years' transfer credit for that degree. However, applicable courses successfully completed beyond the associate's degree at the upper division or equivalent level may transfer to the student's intended program. RIT residency requirements must be satisfied. **(See Policy D.12)**"

AAC does not recommend any changes to Policy D2.0. However, the confusion lay in D.12.

Policy D 12, Section II.C, Part of Graduation Requirements currently reads:

"A minimum of 30 credit hours shall be successfully completed in residence at the university in the college granting the degree (inclusive of service courses). If the student has successfully completed 30 credit hours in residence, a petition may be submitted to the dean to study 10 credit hours in absentia in the final year of the degree; at a minimum, 20 of the final 30 credit hours are to be completed in residence."

Essentially, this policy has three parts

1. A minimum of 30 credit hours shall be successfully completed in residence at the university in the college granting the degree (inclusive of service courses).
2. ...at a minimum, 20 of the final 30 credit hours are to be completed in residence.
3. If the student has successfully completed 30 credit hours in residence, a petition may be submitted to the dean to study 10 credit hours in absentia in the final year of the degree.

The confusion lay in the numerous numbers present in the policy. Different academic units were interpreting the credit restrictions in different ways. Chris Licata had brought this forward as a charge hoping to establish clarity in the policy.

During 2016-2017, we also discovered that SOIS would like flexibility in the residency requirement. **SOIS is helping students complete their degrees when they have left RIT but were close to completion. Their effort requires structuring individualized programs which may include courses not specifically "in residence" at RIT. They require greater flexibility than the current policy implies.**

[NOTE: SOIS Executive Director James Hall enthusiastically supported our recommendation saying "Perfect. We love it."]

A few transfer credit basics [<https://www.rit.edu/academicaffairs/registrar/transfer-credit>]:

- RIT awards transfer credit for courses completed at other regionally accredited colleges and universities only.
- Transfer credit is evaluated by the degree granting unit and the College of Liberal Arts.
- Transfer credit at the undergraduate level will only be granted for course work completed with a grade of "C" or above.
- Regardless of the total amount of transfer credit awarded, a minimum of 30 semester credit hours needs to be completed at RIT in the college granting the degree for Associate and Baccalaureate degree candidates.

Our basic philosophy:

- Add clarity to D12 and simplify where appropriate.
- No significant change to existing residency requirement.
- Maintain flexibility for the degree granting unit to determine which courses count towards the minimum residency requirement.

- Maintain the authority of the degree granting unit, which is fully capable and obligated, to ensure the integrity of their degree.
- Use a percentage of the degree requirement rather than 30 credit hours to broaden applicability to Associate and Bachelor UG degrees.
- Aid SOIS in helping students complete their degrees.

Our Recommendation:

Rewrite Policy D12 to read:

“A minimum of 25% of the total semester credit hours required for the degree shall consist of successfully completed RIT courses. The degree-granting program shall decide which specific courses and how many total semester credit hours shall count to satisfy this requirement.”

The only modifications to existing policy are:

1. Use a percentage of the degree requirement rather than 30 credit hours to broaden applicability to Associate and Bachelor UG degrees.
2. Eliminate requirement for 20 of 30 final credit hours being RIT courses [this helps SOIS].

There is no change in how transfer credits are assessed and approved by programs.

Senate returned this charge to us on April 5th.

AA 9 Review and summarize the report from the OTG Task Force and make recommendations for revision, as necessary, to Course Withdrawal Policy (D.05,IV) <https://www.rit.edu/academicaffairs/policiesmanual/d050t> and Probation and Suspension Policy (D.05.1) <https://www.rit.edu/academicaffairs/policiesmanual/d051..>

Chris Licata proposed this charge in 2016-17 as a placeholder in the hope that the necessary groundwork etc would be finished in time to bring recommendations to the AAC in 2016-17. Work continues into 2017-18. The On-Time Graduation Task Force was to be discussing all of its recommendations with Provost Haefner in September 2016 and prioritizing those recommendations was to be part of this discussion.

The On-Time Graduation Task Force has recommended that potential changes to certain RIT policies be considered in order to better ensure that certain policies do not hinder on-time graduation. The current Course Withdrawal policy is one such policy.

In its final report and recommendations, the OTG Task Force highlights that RIT's policy is currently relatively permissive and counter to on-time efforts, particularly when compared to the policies in effect at other private four-year institutions. Policies from RIT's 21 benchmark schools were reviewed, along with other institutions, and the task force concluded that it would be in RIT's best interest to revisit its current policy. The working team led by Lynne Mazadoorian, Director of University Advising and Belinda Bryce, Director, HEOP expect to be ready with proposed changes and proposed policy language by Spring semester or early Fall Semester. This timeframe is dependent on an intermediary procedural step they plan to develop and implement prior to making policy language recommendations.

The On-Time Graduation Task Force has also identified the Probation and Suspension policy as particularly important to an On-Time Graduation Culture. While not ready yet to bring specific recommendations forward, the Task Force is currently collecting additional baseline data and expects that it may be ready to bring forward recommendations for changes in policy language during this academic year. The working team for this is comprised of Dr. Mohan Kumar, Professor and Chair, Computer Science Department and Rebecca Fletcher Roberts, Assistant Dean, College of Health Sciences and Technology.

This charge was worked on WITHOUT sufficient input from SG two years ago. As a result, SG requested modifications and they have been working on the policy ever since. No progress was made by AA on this charge during 2017-2018. A joint effort between SG and AA is recommended as a means of breaking the deadlock and stream-lining the policy.

AA 10 Review Policy D05.1 for possible revision to remove the upper credit boundary.

This charge specifically refers to D05.1.IV.B

Excerpting the relevant section from the policy

D05.1 ACADEMIC ACTIONS AND RECOGNITIONS

I. DEAN'S LIST

[Body removed for space]

II. ACADEMIC PROBATION AND SUSPENSION

[Body removed for space]

III. GRADUATION WITH HONORS

[Body removed for space]

IV. OUTSTANDING UNDERGRADUATE SCHOLAR AWARD

One of the traditional concerns of colleges and universities is with the definition and recognition of excellence. The Outstanding Undergraduate Scholar Award has been established to recognize excellence in academic achievement by students. Those selected to receive the award are designated RIT Scholars in perpetuity. The achievement is noted on the Scholar's transcript and recognized through a specially designed medallion symbolic of high academic achievement. The awards are presented at a special convocation held prior to the end of each academic year.

The procedure for the selection of award winners is:

A. Maximum number of students eligible

1. The maximum number of recipients of the award in any year will not exceed one (1) percent of the full-time equivalent enrollment of each college in the preceding fall term.
2. It is the intent of this policy that each college will be permitted to nominate at least one student for the award although the college may choose not to do so.

3. It is the intent of this policy that transfer students and part-time students will be eligible to receive the award.
4. It is the intent of the policy that generally the award be limited to those registered at RIT during the fall term. However, students identified by a college as not currently enrolled, but who are actively pursuing completion of degree requirements, can be added to the list of candidates.

B. Minimum University Requirements

1. **Must have completed 83-128 credit hours of work, of which not less than 45 hours must be in RIT grade-bearing courses. {emphasis added}**
2. Must have a cumulative GPA of 3.85 for all work completed at the university as of the previous spring term.

C. Selection Process

[Body removed for space.]

V. Selection Committee

The dean of each college (or the director for any program that falls outside the college structure that grants undergraduate degrees) will appoint a committee of faculty not to exceed five members, including the dean or designee, from that college. The committee will invite a person from outside the college to serve on the committee.

RESPONSIBLE OFFICE:

Office of the Provost and the Academic Senate.

For inquiries, please contact:

EFFECTIVE DATE:

Approved October 1956

POLICY HISTORY:

Revised May 10, 2007

An inquiry was made to Sue Provenzano as to what purpose the upper boundary served. Her response was:

“There really isn’t an advantage to having the upper boundary. It was in the policy to ensure that only eligible undergraduate students would be pulled from the system. But we quickly realized that for BS/MS programs, it created the opposite issue by not pulling eligible students because of the number of credits they had earned even if they were still undergraduate students. This was also the case for students who had transfer or AP credit. The Registrar’s Office had to sometimes run two lists in order to be sure no eligible students were missed. They can pull the list using undergraduate status as a parameter so they are in favor of removing the upper boundary.”

We recommend changing D05.1.IV.B.1 to read:

1. Must have completed a minimum of 83 credit hours of work, of which not less than 45 hours must be in RIT grade-bearing courses.

From the current:

- 1.** Must have completed 83-128 credit hours of work, of which not less than 45 hours must be in RIT grade-bearing courses.