Resolution of Matters Referred to Committee

Student Academic & Financial Affairs Committee (SAFAC)
Prof. Craig Tovey, Chair
Revised Policy on Excused Absences during Exam Week

• Last time we proposed to add to SAFAC Procedures originally adopted on 2/8/2008 a new restriction: “The week of final examinations is excluded. Excused absences will not be approved for the final examination period.”

• The Academic Senate requested that some flexibility be provided. SAFAC now proposes the alternate wording: “In general, excused absences will not be approved for the final examination period, but SAFAC may be petitioned to grant exceptions.”
Georgia Tech Policy on Competitive Admission (Freshman Applicants)

• At the February 21, 2012 the Academic Senate reviewed a proposed new policy prepared by Dr. Paul Kohn, VP of Enrollment Services, and by SAFAC.

• The Senate amended the wording of a small section, approved the policy as amended, but asked SAFAC to be sure the amended wording was polished in case the amendment had any rough edges. The new policy was ready to send to the Provost, subject to that last check by the committee.

• SAFAC has affirmed the Senate’s wording as shown in the following slides:
Georgia Tech Policy on Competitive Admission (Freshman Applicants)

The Georgia Institute of Technology is a top-ten public university determined to define the technological research university of the 21st century. Publicly funded and governed by the University System of Georgia, the Institute is committed to preparing students for global leadership, effectiveness and innovation.

Consistent with its mission to improve the human condition in Georgia, the United States, and around the globe, Georgia Tech counts the diversity of its students among its greatest strengths and an integral component of its educational process and academic excellence.
Competitive Admission (continued)

The undergraduate admissions process, which reflects the Institute’s educational mission and motto of Progress and Service, seeks to identify those applicants, who as individuals and as a group, will benefit from the campus learning environment, and thus enrich the entire student body. The process is structured to build entering classes of students whose varied backgrounds and experiences provide substantial evidence of their potential to will:

• Meet the Institute’s requirements for academic success.
• Embrace the diverse campus community.
• Benefit substantially from the Institute’s curriculum and scholarly pursuits.
• Develop as leaders, innovators, global citizens and engaged learners.
• Contribute to the intellectual, cultural, social and civic life of the Institute, state, and nation.
Each year Georgia Tech must make fine distinctions among large numbers of highly qualified applicants. The ability to assess consistently all information presented in the application becomes increasingly important. Therefore, the Office of Undergraduate Admission employs a rigorous review process in order to provide an individualized and holistic evaluation of every application. Each applicant is assessed on the basis of achievements and potential in a broad range of categories, viewed in the context of the opportunities and challenges the applicant faced. These categories include:

- Strength of educational performance, as measured by the nature and rigor of high school curriculum and academic achievements.
- Potential for academic success, as evidenced by performance on nationally normed standardized tests.
- Potential to contribute to the overall intellectual climate and make a positive contribution to campus and community life.
- Demonstrated commitment to intellectual engagement.
Competitive Admission (continued)

Appeals concerning individual admission decisions shall be addressed to the Director of the Office of Undergraduate Admission or the Vice Provost for Enrollment Services.