

Student Regulations Committee
Minutes – Draft 1
Friday, September 18, 3:00-4:30 PM, 2020
Meeting Held via Teams

Voting Members	Affiliation and Role
Antonia Antoniou	ME
Tibor Besedes	IAC
Jackson Caruso	UG Student Rep
Kenyetta Johnson	CHEM/BIOCHEM, Vice Chair
Boris Priloutski	BIOS
Markace Rainey	GRAD Student Rep
Jerry Seitzman	AE, Chair
Kyle Smith	UG Student Rep
Beth Spencer	UG/EDU, Advising
Dawn Strickland	ISyE
Non-Voting Members	Affiliation
Reta Pikowsky	Registrar, Secretary
John Stein	Vice President-SL and DOS
Colin Potts	Vice Provost, UG EDU
Bonnie Ferri	Vice Provost, GRD EDU/FAC DEV
Christine Conwell	Faculty Exec. Board Liaison
Standing Guests	Affiliation
Steven Girardot	Vice Provost, UG EDU
Jeremy Gray	Registrar's Office
Amy Hodges	Registrar's Office
Brent Griffin	Registrar's Office/UG EDU
Cynthia Jennings	Intern – Student Life
Jamaal Rasheed	Registrar's Office

There are 10 voting members. There are 6 needed to reach a quorum. All votes are unanimous unless otherwise noted.

Present: Besedes (IAC), Caruso (UG STU), Johnson (CHEM/BIOCHEM), Priloutski (BIOS), Rainey (GRAD STU), Seitzman (AE), Smith (UG STU), Spencer (UG EDU/ADV), Strickland (ISyE), Pikowsky (REG), Stein (STU LIFE/ODOS), Potts (UG EDU), Ferri (GRAD EDU/FAC DEV), Conwell (FEB Liaison)

Standing Guests: Girardot (UG EDU), Hodges (REG), Griffin (REG/UG EDU), Jennings (INTERN-Student Life), Rasheed (REG)

Guests: Cross (Policy Office), Jacobs (COE), Kohn (ENROLL MGT), Mayor (FEB SEC), Ellis (UG STU)

1. A motion was made to approval the August 28, 2020 Minutes. The motion was seconded and approved.
2. A possible change to the Spring 2021 calendar was presented to the Committee. Dr. Jacobs and Dr. Cohn, along with Dr. Potts, explained the considerations that have been discussed to start the Spring 2021 term one week late, cancel Spring Break, and possibly include one or two days off during the term to compensate for the cancelation of Spring Break. This would give students some days of rest in place of the typical week of Spring Break. *It was noted that this is a confidential discussion and those in attendance are asked to not share the details outside the Committee.*

The term would need to start on Tuesday, January 19 since January 18, 2021 is the MLK holiday and campus is closed. Questions and concerns about this possible proposal included the following and will require some further discussion by the administration.

- a. The question of whether students can return to Housing before classes start is important and will require follow up to determine if this is possible. Dr. Kohn will add this as a question that needs to be answered in the decision-making process.
- b. On-going concerns about student mental health were noted and the student representatives in particular wondered if campus communication could stress resources available.
- c. Committee members wondered whether there is time to engage the student body on this calendar change. Some students may have already made plans for Spring Break and some input generally would be helpful.
- d. It was noted that our semesters are expected to contain a specific number of instructional days. Compensating for starting the term a week late is addressed by eliminating Spring Break, but if we add in some rest days either a mid-term or throughout the term, we will have cut down the number of instructional days. Extending the Spring term is very difficult given that Summer 2021 starts immediately on its heels and there is a very limited amount of time for end-of-term processing which is necessary to process grades, post degrees, issue transcripts and so on.
- e. Some voiced concern that we really do not have an option but to cancel Spring Break, given the concerns regarding the on-going pandemic and what was leaned a few months ago during Spring 2020.
- f. The Committee was asked whether it could provide a general recommendation on this to the Faculty Executive Board and let the administration find answers to the follow-up questions and make decisions about “break days” and other details. It was noted that the FEB can act on behalf of the Academic Faculty Senate as needed, particularly when a matter is timely and needs immediate attention.

- i. Will students be allowed to move into Housing before classes start on the new calendar?
- ii. Where would the break days be inserted into the term and how many of them would be needed?
- iii. Would there be a need to compensate for the break days by extending Spring or starting Summer 2021 later than planned? Would this be possible or even advisable?
- iv. If approved, could the loss of instructional time be viewed as a necessary, temporary adjustment due to the pandemic?
- g. The Committee came to the following general agreement:
 - a. Starting a week late makes good sense.
 - b. Move in early in housing is needed.
 - c. Suggesting to Housing that residence life activities might help fill the week prior to classes starting if meaningful programming could be determined.
 - d. Student input into the decision would be helpful if it can be achieved in time.
 - e. Rest days to compensate for the cancelation of Spring Break are needed.
 - f. If there is a corresponding loss of instructional days, the requirement would have to be temporarily suspended or a means found to replace those days.
 - g. Extending the term may be better than having no rest days.
 - h. If the Committee trusts the administration to move forward and set rest periods, the trade-offs would need to be understood by all.

Following the lengthy discussion, the following motion and vote were made.

A motion was made to approve a change in the Spring 2021 calendar that would start classes one week late on January, 2021, cancel Spring Break, and include rest days, possibly 2-3, throughout the term. The motion was seconded and approved.

Dr. Kohn will quickly engage with students to determine if input can be gathered for the next round of discussions. Dr. Kohn will also follow up with Housing on the move-in dates.

- 3. Kelly Cross, GT's Policy Manager discussed some general considerations that are helpful in developing policies. There are some best practices that help ensure that policies are written as clearly as possible, include language and terminology that are generally understood, and that help avoid unintended consequences.

Committee members asked questions about policy *versus* procedure and the need to be aware of where the implementation details are maintained. It was noted that keeping the policy focused on high-level requirements with links embedded

so that viewers can burrow down to the implementation details is generally seen as a best practice. This is also important for maintenance since the links can be updated as needed without the policy having to be edited each time a procedure needs to be amended. This assumes that the new procedure or amended procedure does not change the intent of the policy.

The Policy Office is going to be looking at academic and administrative policies in general and where additional information is stored for both kinds of policies. The Committee also has a plan for a review of the entire Rules and Regulations section of the Catalog. The Faculty Secretary supports this plan since it is required by statute that such a review be done on a regular basis and it is a good practice to conduct such a general review a few years apart.

The PowerPoint slides used in the presentation will be shared with the Committee.

4. The discussion of the Change of Major policy related to incoming freshman and the review of the Change of Major policy process for all students was moved to the next agenda due to lack of time. It will be first on the October agenda.
5. The student representatives to the Committee shared a draft of possible changes to the Student-Faculty Expectations section of the Catalog related to voting. Some slight edits had been made prior to the meeting, but the general gist of the possible addition of language can be seen in Appendix A.

It was noted that the voting percentage that is tracked by the SGA is low, compared to how many students are actually registered to vote. The goal is to increase the number of students who vote in these critical elections.

Student concern is around exams, tests, and other class assignments being due on those dates and students feeling torn between voting and taking care of class requirements. The Institute Curriculum Committees have heard the presentation and had some questions about it. Should a formal proposal be submitted to the Committee, it would need to be recirculated with the Curriculum Committees to close the loop on the process.

Committee members noted that the list of student-faculty expectations is growing long and is now addressing some very specific concerns. The Committee is not certain that it was the original intent of this section of the Catalog to go into such detail about such specific items or events. It was suggested to the students that they consider whether existing items 11 and 12 could possibly be collapsed into one item, with the voting issue also included in it. Items 11 and 12 and the proposed 13 would then be addressed in a more general item.

It was noted that the “expectations” are not “requirements” and are not enforced in the way that a policy would be. Any concerns would have to be worked out with the faculty member.

It was suggested that the students should possibly look at other USG institutions. It was noted that UGA currently has no policy to address this.

The student representatives on the Committee will take the discussion back to SGA and will determine if a formal proposal will be made or whether there might be another avenue for the concern to be addressed.

6. The discussion of process to review Rules and Regulations section of the Catalog was added back to the list of upcoming topics for addition to a future agenda.
7. Upcoming topics:
 - a) Discussion of process to review the Rules and Regulations section of the Catalog.
 - b) Grade Substitution policy – clarification on whether it should be available to joint-enrolled high school students who later admit as freshmen.
 - c) Honors at graduation
 - d) Dean’s List and/or Faculty Honors designations for part-time students
 - e) Part of term D Banner limiting withdrawals from specific courses - Registrar’s Office will gather information on which academic units are using it and why
 - f) Incomplete grades, impact on degree progress and review of policy
 - g) GPA information, academic standing, standing after second term
 - h) Definition of “one day” in the final exam regulation
 - i) New topics for an upcoming agenda. Members are encouraged to submit items for discussion and to help set priorities from the list.
 - j) Withdrawal deadline (discussion from Spring about deadline to withdraw from classes and the Institute with W grades; Federal Title IV refund calendar limitations would have to be considered)
 - k) Pass/Fail grade option for all courses (this would have to originate with the Curriculum Committees)
 - l) Institute Approved Absences for Voting in elections (this is on the agenda for the curriculum committees and will then come to us
 - m) Mental health concerns and what we might do or include in the regulations to support campus efforts in this area
 - n) Change of major policy for freshmen (this has been discussed frequently in past years and needs review again)
 - o) Change of major for all students, reviewing the process to determine if there is a means to address the unevenness that creates confusion for students, and for others on campus
 - p) Data was requested from IRP last year and those reports will be reviewed again to determine how these discussions might be aided by more information
 - q) Policies from other USG institutions, peers, and aspirational peers is often needed to support discussions and will be gathered as needed
 - r) It may be important at this time to have the Committee do a review of the entire Rules and Regulations section of the Catalog. The Faculty Secretary pointed out that he would support this action as a best practice and because it is expected of standing committees.

8. Meeting agenda for Friday, October 16, 3:00-4:30 PM will include:
 - Change of major policy for incoming freshmen and procedures for all students.
 - Kate Wasch, Legal Affairs, will join us to update on the misconduct policy. (The Registrar will ask the presenter to prepare slides to facilitate discussion.)
9. Future meeting dates:
 - Friday, November 13, 3:00-4:30 PM
 - Friday, December 11, 3:00-4:30 PM

Submitted by,

Reta Pikowsky, Associate Vice Provost and Registrar
Secretary

NOTE: The information presented at the meeting had been slightly edited.

Appendix A

PROPOSED LANGUAGE

A. Preamble

The Georgia Tech community believes that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. Therefore, we herein endeavors to enumerate the specific expectations of each side. However, this document is not intended to be either comprehensive or limiting in regards to the Institute's statutes. Ultimately, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. We remain committed to the ideals of Georgia Tech, agree to abide by these principles in our time here, and will encourage each other to uphold these responsibilities.

B. Student Expectations

We hold that all students have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. to attend classes at regularly scheduled times without undue variations and without penalty if the student cannot attend instructional, lab, or examination hours not institutionally scheduled; to have their instructor of record be present during most scheduled lecture periods.
3. to receive a syllabus which should include an outline of the course objectives, evaluation criteria, and any other requirements for successful completion of each course during the first week of class meetings and to be clearly informed of any changes made to the syllabus during the semester with reasonable time to adjust to these changes;
4. to consult with faculty outside of usual classroom times through regularly scheduled office hours or a mutually convenient appointment;
5. to have reasonable access to Institute facilities and equipment in order to complete course assignments and/or objectives;
6. to have reasonable time to learn course material prior to the administration of an examination;
7. to receive a clear explanation of the faculty's definition and interpretation of academic misconduct within the course that extends over and beyond those clearly defined in the Georgia Tech Honor Code;
8. to have reasonable access to graded materials for assignments, projects, or exams, to review graded material in a timely fashion, and to have a clear explanation of grading criteria and grade determination;
9. to have their letter grade in a class based on their performance based on course criteria and not solely on their performance relative to their classmates;

10. faculty to adhere to formal Institute policies, rules and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA.
11. faculty to be supportive of students' desires and needs to find rewarding careers after graduation from Georgia Tech. Faculty should be flexible in allowing students to attend the Georgia Tech All Majors Career Fair that occurs in the Fall and Spring Semesters and should refrain when possible from scheduling quizzes or tests on those days;
12. faculty to be flexible during the semester when students have off campus interviews for jobs or graduate/professional schools and should allow students to make up missed work when possible.
13. faculty to be flexible on days deemed "Election Day," including presidential preference primaries; gubernatorial primaries; November general election; Atlanta mayoral election; and any other election that directly counts Georgia Tech as a constituency at the local, state, or federal level. On these dates, faculty should make course sessions and their materials available in an asynchronous format, and, when possible, avoid mandating attendance and scheduling quizzes or tests on those days.

C. Faculty Expectations

We hold that all faculty members have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. students to appear regularly for class meetings in a timely fashion;
3. to select qualified Teaching Assistants in accordance with departmental protocols as well as the right to delegate grading, studio and laboratory instruction, tutoring, and other academic activities to these individuals;
4. students to appear at office hours or a mutually convenient appointment for official matters of academic concern;
5. full attendance at examination, midterms, presentations, studios, and laboratories, with the exception of formal pre-approved excused absences or emergency situations;
6. students to be prepared for class, appearing with appropriate materials and having completed assigned readings and homework;
7. full engagement within the classroom, including meaningful focus during lectures, appropriate and relevant questions, and class participation;
8. to cancel class due to emergency situations and to cover missed material during subsequent class meeting times at the discretion of the instructor;
9. students to act with integrity and to adhere to the principles of the Georgia Tech Student Honor Code;
10. students to adhere to the formal Institute policies, such as the Student Code of Conduct.
11. students to make every effort to minimize their absences from scheduled lectures, laboratories, and studios during the Georgia Tech All Majors Career Fair that

- occurs in the Fall and Spring Semesters, and to notify them in advance if they intend to miss class to attend the Georgia Tech All Majors Career Fair;
12. students to notify them as soon as possible when they have off campus interviews for jobs or graduate/professional schools that conflict with class attendance.
 13. students to make every effort to exercise their ability to vote through mechanisms such as early and absentee voting in order to minimize their absences from scheduled lectures, laboratories, and studios on Election Days that directly count Georgia Tech as a constituency at the local, state, or federal level.