

SCHOLASTIC STANDARDS COMMITTEE
October 18, 2021, 2:00-3:30PM
Via WebEx
Minutes

1. From the Chairs

A. Rules of engagement (reminders)

- ✓ Electronic hands up to ensure – Holly/Robin run meeting/review hands up
- ✓ Agenda items will be prioritized
- ✓ Depending on the number of agenda items for a meeting, times may be allocated to make sure that we get through priority items.

B. Approval of the 10-4-21 Minutes

- a. J. Crivello motioned to approve minutes.
- b. K. Bresciano and N. Rickles second the motion to approve minutes.
- c. Minutes approved.

C. Chair Reports

- ✓ Senate on 10-4-21 passed the By-Law motion to change the Withdraw Deadline for ECE to the end of the 11th week of the semester.
- ✓ Minimum Requirement Exception (Attachment 1) will be forwarded to the SEC this week, for approval to present at the Nov 1 Senate meeting (vote at following meeting). ***Note that chairs have suggested an editing change in order of points from that approved by SSC to enhance clarity. The revision does not alter content or meaning of the proposed change and therefore should not require repeat SSC vote.*
 - *Note that concerns were raised about reference to the SATs in the ByLaws, because we are currently on a 3-year test trial of SAT's optional. This change is temporary and was not subject to Senate vote or ByLaw revision – if made permanent, that will happen. Any references in ByLaws (including this one) can then be amended as needed at that time.*
- ✓ Catherine Little has moved to another Senate committee; Susanna Cowan has withdrawn from SSC.

2. Today's Check-in

- A. *Potential By-Law change for Dismissal/Probation for International Students.* How do we manage the scholastic standings for international students who have not taken courses on the UConn campus. EC
- i. EGL and ISS have come to an agreement about Chinese students who have been studying in China because of COVID and whose grades have them on probation or subject to dismissal from UConn. Specifically, decisions about these students' status will be deferred until the end of Spring 2022 and these students will be encouraged to be on the UConn Campus for Spring 2022, so that they can take courses here and possibly improve their grades. At the end of Spring 2022, these students' cases will be re-evaluated and any probationary/dismissal

- actions will be determined at that time.
- ii. SSC does not have to take any action at this point.

B. *SSC Representatives on University Academic Integrity Initiative*

HF and JC – Mission is to represent SSC on external Provost's appointed Academic Integrity Committee led by Vice Provost Kersaint. HF & JC will report on progress to the SSC.

Report:

- Meeting scheduled for once a week for the rest of the semester.
- The initial goal is to create a University policy that deals with academic integrity and misconduct.
- Currently working on definitions, and clarifying what is meant by cheating and misconduct. Definitions will apply community wide, but the focus on restructuring the sanction process will focus on students since faculty already have mechanisms (State based etc.) to address misconduct.
- Draft overview will be presented at the next SSC meeting; a feedback survey will be sent out by the end of the month to get input from stakeholders.
- Question from USG Rep: What is the reasoning for changing these policies at this time?
 - There is evidence that there is not a lot of training about how to deal with these types of issues, and there is a concern that students are not getting formal training about what expectations they are being held to.
 - We also want to clarify the roles of everybody involved in academic integrity and misconduct, update definitions for new technology, and enhance consistent application of policies and sanctions.

C. *Subcommittee: Military Transfer Credit*

CHAIR: LW.

MEMBERS: Alyssa Kelleher (Director of the Veteran Military Program and Services), Michael Bradford, SCR.

Action: Statement about Military Transfer Credit, progress to date, and sub-committee agenda for Fall 2021 – expected by-law change will be brought to SSC.

Mission is to address mechanisms to recognize credits for work completed in military service.

Report: Attachment 2 submitted by LW

- A. Kelleher will be doing research and analysis about peer groups and will provide more information about it this semester or at the beginning of next semester.

D. *Subcommittee: Fresh Start*

CHAIR: LC

MEMBERS: EC., LW, NR, TL.

ACTION: Statement about the Fresh Start initiative, progress to date, and sub-committee agenda for Fall 2021, given an anticipated policy and/or bylaw change will be ready in Spring 2022.

Mission is to address the timeframe over which students who depart UConn with poor grades could later return and pursue renewed study with a "clean" transcript, or removal of some number of grades from GPA. This makes sense to encourage return to UConn rather than starting over fresh at another University. Minimum period of break from UConn, and number of credits to be "cleared," are under discussion. Four years break would align with other existing policies.

Action: Shoshanna Armington (SA) will replace Susanna Cowan.

Report:

- There will be a report ready in late fall or early spring to bring to the SSC, then Senate.

E. *Subcommittee: "No Attendance" Status for Financial Aid*

CHAIR: GB

MEMBERS: Carrie Fernandes (Program Manager in Financial Aid), HF, LS, MA, NR, SCR, SZ.

Action: Statement about the "No Attendance" Status for Financial Aid, progress on the analysis of peers and aspirants, and sub-committee agenda for Fall 2021, given an anticipated policy and/or bylaw change will be ready in Spring 2022. Mission is to address scenarios where a student attended class, but submitted no work and failed, to verify that they still qualify for financial aid. Concerns reflect UConn being a non-attendance University so Profs. may not have mechanisms to verify attendance in such cases where no work/assessments have been submitted/completed.

Report:

- Did not have a meeting since the last meeting (scheduled for 10/27/21).
- Working with the Financial Aid Office to create a rough draft for the subcommittee.
- Trying to figure out how to make this as easy as possible for the faculty.
- Deadline: Fall 2022 when we hope to implement.
- If an instructor explains that the student never engaged in the course, then this will have some weight.
- The problem is: If a student does not show up to class and does not engage in class, then this affects financial aid (esp. Pell Grants).
 - UConn has to give the money back to the Federal Government, and then they will add this to the student bill.
 - Motivation is for UConn to not return funds or charge students for classes not attended.
- Is there a possibility to send out faculty and staff about what each non-passing grade means (F, N, X, I)?
- How can we inform adjuncts about different types of grades?
- Concern that N grade does not automatically qualify for non-engagement as this could reflect minimal engagement, and federal policy indicates NO engagement. So hard to dissociate from an N or F grade.
- One option to input last date of student engagement into PeopleSoft? But hard for faculty in large classes to get this data, esp. since not all faculty use HuskyCT (which can track individual student interaction with online materials, but also takes effort and knowledge from faculty to set and capture this data).
- May end up recommending that faculty be provided a menu of options in how to determine student engagement/attendance.

F. *Subcommittee: Sick Notes*

CHAIR: MA

MEMBERS: CW, LSC

ACTION: Statement about "Sick Notes" related to by-law regarding final exams and assessments, progress to date, and sub-committee agenda for Fall 2021.

Mission is to address conflicting advice from Admin & Student Health discouraging requests for verification of illness, versus Prof. concerns about widespread abuse of "self-reported" illness to evade assessments. It was noted that DOS requires documentation to reschedule Finals, so expectation of a similar requirement for other

assessment rescheduling is not without precedent.

Action: Robin Coulter will replace Catherine Little.

Report:

- A grad student will be sending out a survey. We will polish the survey and questions before sending it up.
- We want to add another faculty member into this subcommittee.

5. New Business

- a. No new business

6. Adjourn Meeting

- a. Meeting adjourned at 2:57 PM.

SSC Committee Members: Robin Coulter (RC), Holly Fitch (HF), Maureen Armstrong (MA), Karen Bresciano (KBR), Mason Holland (MH), Elaine Lee (EL), Thomas Long (TL), Joe Madaus (JM), Leslie Shor (LSH), Sherry Zane (SZ), Shoshanna Armington (SA), Kelly Bartlett (KBA), Gregory Bouquot (GB), Erin Ciarimboli (EC), Joseph Crivello (JC), Sarah Croucher (SCR), Lindsay Cummings (LC), Abbey Engler (AE), Jennifer Lease Butts (JLB), George Michna (GM), Daniel Pfeiffer (DF), Nathaniel Rickles (NR), Lauren Schlesselman (LSC), Ellen Tripp (ET), Larry Walsh (LW), Christine Wenzel (CW).

Minutes taken by: Erica Kareco (EK)

Absent: Lindsay Cummings (LC), Daniel Pfeiffer (DF)

Ellen Tripp (ET) - Came at 2:20 PM

ATTACHMENT 1

Minimum Requirement Exception

SSC Vote: 10.4.21

Senate Presentation: Sept 2021

Senate Vote: Oct 2021

Background:

In some exceptional cases (approximately 10 per year), students are unable to meet the minimum requirements for admission because, for example, they come from a country where records are difficult to obtain, they have an associate's degree, but not a high school diploma, or similar exceptional circumstances.

Currently, the Senate By-Law states that the Director of Admissions has *sole responsibility* for decisions related to these exceptions, as noted in Senate By-Law II.A.1, section d.

This issue of sole responsibility was brought to the attention of SSC by the the Director of Admissions. After review of the By-Law and further discussion with the Director of Admissions, SSC voted to revise Senate By-Law II.A.1 – with the changes noted below:

1. Inserted a new section d, which states that the decision for exceptions lies with the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management.
2. Revised former section d to section e – remove references to who is responsible for the decisionmaking.
3. Revised former section e to section f.

Senate By-Law II.A.1

1. Minimum Requirements

Except as specified below, the following are the minimum requirements for admission to the freshman and transfer class in all undergraduate schools and colleges with the exception of the Ratcliffe Hicks School of Agriculture:

a. Each applicant shall have graduated from AND have completed 16 units (or the equivalent) in an approved secondary school or program.

As a part of the 16 units in the typical U.S. four-year secondary school program, candidates for admission shall present 15 units of college preparatory work. This college preparatory work must include:

- Four units of English (composition and literature)
- Three units of mathematics (one unit of each of the following or their equivalents: algebra I, algebra II, geometry)
- Two units of laboratory science
- Two units of social science or history
- Two units (generally corresponding to two years) of a single foreign language or the equivalent
- Three units of electives (two units must be college preparatory)

Students attending secondary school programs outside of the United States that do not follow the typical US model of secondary education will have their curriculum evaluated within the context of the educational system in which they attend

b. All applicants for admission to undergraduate degree programs are required to provide official transcripts of their high school grades and relevant test scores, including the College Board SAT or the ACT. English proficiency scores, such as the iBT (Internet Based TOEFL) or IELTS, must be presented by students for whom English is not a first language. All applicants for admissions are holistically reviewed, which includes an applicant's personal statement/essay, secondary school transcript, test scores, student involvement/activities, letters of recommendation and any other information the student presents as part of the application process. Admission is competitive and based on the applicant's likelihood of success.

c. Transfer applicants are required to provide official transcripts from all colleges or universities where they have attempted collegiate coursework.

d. Exceptions to the requirements of paragraph II.A.1.b. may be made by the Director of Admissions in consultation with leadership from the Division of Enrollment Planning and Management for individuals who present as uniquely competitive applicants, and who could be successful at the University, without prior official documentation.

~~d.e.~~ Exceptions to the requirements of paragraph II.A.1.a. may be made ~~by the Director of Admissions~~ for individuals in the following categories: (a) applicants who have completed secondary school at least three years prior to the date of matriculation, (b) educationally disadvantaged students, including those from schools with inadequate course offerings, (c) applicants with highly specialized talents or backgrounds appropriate to a particular program of study, or (d) applicants with exceptionally high combined high school standing and test scores. ~~The Director of Admissions may also waive t~~ Test scores for students who demonstrate maturity and show promise of success may be waived.

~~e. f.~~ Each applicant may be called upon to provide supplementary information, if it is deemed necessary.

ATTACHEMENT 2

Subcommittee: Military Transfer Credits – submitted by LW

Goals:

1. Develop degree applicable credits from JST Coursework
2. Develop 1:1 equivalency from “real world” applicable trainings
3. Enculturation of the importance of recognizing these credits for students so that their educational experience is shown to have value at UConn
4. Continue to improve Transparency about the process, available credits, and benefits to the University.

How:

- Align equivalency with what is happening during training/coursework.
 - For example: there are seemingly conflicting policies around EMT certification and credit for AH4092/92100.
 - Larry to schedule meeting with Allied Health to discuss the “why”.
 - Are there other examples?
- Removing barriers
 - Being an engine for the state economic development and relationship with the military.
 - Example: Groton Partnership
 - Should BGS play a role for Veteran students with significant JST coursework that is not traditionally transferable?
- Peer and aspirant research on policy towards Military credits
 - Focus on Large publics and State Flagships
 - Model on the Mid-west schools policy Alyssa will identify
 - VAMP student worker will do this research.
- Using ACES doc for how to apply credits
 - Currently part of the review by Transfer Admissions
 - Can we make this a recommended part of the process for faculty?

Long Term Vision:

- Align how we talk about competency versus “equivalent” with coming (assumed) changes to our General Education requirements.
 - Training outcomes as related to learning outcomes from gen ed cha