September 27, 2021

Student Code Academic Policies Task Force

Faculty/Staff
Jenny Amos, Department of Bioengineering, Senate Educational Policy Committee, chair
Kimberly Alexander-Brown, Office of Minority Student Affairs
Daniel Almanza, Division of General Studies
Stephen Bryan, Office of the Dean of Students, Conference on Conduct Governance
Katie Clark, College of Media, Council of Undergraduate Deans
Jenni Crum, The Career Center
Lee Deville, Department of Mathematics
Michelle Ellis, College of Education
Ivan Favila, The Grainger College of Engineering
Zelda Gardner, College of Fine and Applied Arts
Jacob Hagman, College of Media
Laura Hendley, Office of the Vice Chancellor for Academic Affairs and Provost
Meghan Hazen, Office of the Registrar
Kristine McCoskey, Scholar Support Services
Allison McKinney, Graduate College
Linda Moorhouse, School of Music, Senate Executive Committee
Sandra Rodriguez-Zas, Department of Animal Sciences
Brian Siemann, Disability Resources and Educational Services
Ross Wantland, Office of Vice Chancellor for Diversity, Equity, and Inclusion
Kathy Martensen, Office of the Vice Chancellor for Academic Affairs and Provost, *ex-officio*

Students
Alexandra Nevarez, undergraduate student, Academic Affairs Committee, Illinois Student Government
Josh Small, undergraduate student, Speaker Pro Tempore, Illinois Student Government
James Rhyne, undergraduate student, Provost's Undergraduate Student Advisory Board
Ashley Winters, undergraduate student, Financial Affairs Committee, Illinois Student Government; Senate Educational Policy Committee
Frances Barkley, graduate student, Students Advising Graduate Education
Lonna Edwards, graduate student, Students Advising Graduate Education
Elizabeth Matresse, graduate student, Students Advising Graduate Education

Dear Colleagues:

The ongoing COVID-19 global pandemic has necessitated revisiting much of what we do as an institution of higher education. The academic policies in our *Student Code* represent one specific area we revisited through temporary modifications*.* Many of these policies were authored years ago and thus may not be inclusive of the educational experience in 2021. As reflected in the work of the

Student Success Initiative, an equity-based lens is critical to reviewing and considering revisions of our policies.

I ask you to serve on this task force of students, faculty, and staff to review the academic policies in the *Student Code* in light of the temporary modifications made over the last year and a half, taking into consideration best practices in higher education, the work of the Student Success Initiative in prioritizing an equity-based lens for policies, and the values of the university as a whole. The task force will submit your report, to include recommendations for changes and/or rationale as to why policies should remain in place, to this office. Jenny Amos, Teaching Professor in the Department of Bioengineering, has agreed to serve as chair.

The task force is charged to do the following:

- Review the University of Illinois Urbana-Champaign *Student Code*, Article 3 – Grades and the Grading System. Sections specifically impacted by and/or consulted regarding the temporary academic policy modifications are: 3-101; 3-104; 3-105; 3-110; 3-309; 3-311; 3-508; and 3-703. I ask that you prioritize the sections most directly impacted by the temporary modifications, namely and in order of priority, 3-311 – Adding and Dropping Courses and 3-105 -- Credit-No Credit Grading Options. While this group is charged to focus on grades and the grading system, you may identify other sections needing further study and are asked to include this in your report.
- Review and provide reference to the student codes or analogous policy documents of other peer institutions that exhibit best practices and informed your recommendations. The committee may also choose to examine resources from organizations such as the American Talent Initiative (ATI), APLU Powered by Publics, and similar equity-focused initiatives and groups.
- Determine key questions for drawing data to better understand impact and ramifications of specific elements of the policies as written and as they relate in comparison to the temporary policies that were in place for the Spring, 2020; Fall, 2020; and/or Spring, 2021 semesters.
- Using an equity-centered approach, consider issues such as clarity of the policies for students and instructors, accessibility of information, and accuracy of the *Code* with respect to institutional values.
- Submit your final report with recommendations to my office by **January 28, 2022.**

The report will be the basis for language then taken by my office for review by the Senate Educational Policy Committee. If changes are recommended, they are reviewed and voted on by the Conference on Conduct Governance and the full Senate. Approved changes will be incorporated into the *Code* for implementation in the 2022-2023 academic year. This is a lengthy process, but I'm sure you will agree that a thorough review gathering opinions and input from a wide range of constituents across the campus is important.

All work related to the Student Success Initiative is guided by foundational core values to promote systemic change across the university. Please be sure to read carefully and frequently reference the core values statement, which is included as an enclosure with this charge letter, throughout your

work. These core values are embedded throughout the SSI to preclude racial equity gaps, inconsistencies, and miscommunication between institutional stakeholders. They provide common language to foster an inclusive, anti-racist environment.

Your team will have access to administrative support through Jean Hanks in the Office of the Provost. In addition, a Box folder will be made available as a resource repository.

We are grateful for your willingness to serve, and we look forward to the task force's recommendations.

Sincerely,

Andreas C. Cangellaris
Vice Chancellor for Academic Affairs and Provost
M.E. Van Valkenburg Professor of Electrical and Computer Engineering