UNIVERSITY COUNCIL MEETING
November 2, 2015
3:00 p.m.
1045 Pamplin Hall
AGENDA

1. Adoption of Agenda — Dr. Timothy Sands

2. Announcement of approval and posting of minutes of October 19, 2015 — Dr. Timothy Sands

   These minutes have been voted on electronically and will be posted on the University web.

3. Old Business — Dr. Timothy Sands

   Commission on Graduate Studies and Policies — Dr. Gena Chandler-Smith
   Resolution CGSP 2015-16A
   & Commission on Undergraduate Studies and Policies
   Resolution CUSP 2015-16D
   Resolution for the Establishment of a School of Neuroscience at Virginia Tech

   Commission on Faculty Affairs — Dr. Montasir Abbas
   Resolution CFA 2015-16A
   Resolution for Tenure Appointments in the Collee of Science for Faculty in the School of Neuroscience

4. New Business — Dr. Timothy Sands

   Commission on Faculty Affairs — Dr. Montasir Abbas
   Resolution CFA 2015-16B
   Resolution on Shared Governance

   Presentation — Dr. Montasir Abbas
   Shared Governance

   Commission on Undergraduate Studies and Policies — Dr. Gena Chandler-Smith
   Resolution CUSP 2015-16A
   Resolution to Adopt a New Undergraduate Honor Code

   Presentation — Dr. James Orr
   New Undergraduate Honor Code

5. Announcement of acceptance and posting of Commission Minutes — Dr. Timothy Sands
   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

   Commission on Administrative and Professional Faculty Affairs
   September 9, 2015

   Commission on Equal Opportunity and Diversity
   September 21, 2015

   Commission on Outreach and International Affairs
   September 17, 2015

   Commission on Research
   September 9, 2015

Commission on Student Affairs
September 3, 2015
September 17, 2015
October 1, 2015

Commission on Undergraduate Studies and Policies
October 12, 2015

6. Adjournment — Dr. Timothy Sands

University Council Minutes
November 2, 2015
3:00 PM
1045 Pamplin Hall

Present: Tim Sands (presiding), Richard Benson, Lay Nam Chang, Cyril Clarke, Jack Davis, Srinath Ekkad for Dennis Dean, Karen DePauw, Karl Markgraf for Guru Ghosh, Saied Mostaghimi for Alan Grant, Scott Midkiff, Kim O'Rourke, Charles Phlegar, Thanassis Rikakis, Joe Edens for Patricia Perillo, Dwight Shelton, Elizabeth Spiller, Robert Sumichrast, Tom Tillar, Brian Mathews for Tyler Walters, Sherwood Wilson, Paul Winistorfer, Montasir Abbas, Jan Helge Bøhn, Gena Chandler-Smith, Jacquelyn Fisher, Saul Halfon, Jennifer Nardine, Alex Parrish, Susan Volkmar, Randolph Wynne, Deborah Smith for Susan Anderson, Richard Ashley, Robert Bush, Bernice Hausman for Joe Merola, Hans Robinson for Corinne Noirot, Anita Puckett, Susanna Rinehart, Christopher Beattie, Kathrine Carter, David Dillard, Tom Inzana, Paul Herr, Joan Hirt, Lisa Kennedy, David Dugas for Nathan King, Stacey Poertner, Lynn Short, Sue Teel, Tom Tucker, Sally Wieringa, Raifu Durodoye, Kyrille Goldbeck DeBose, Alphonso Garrett, Michael Martin, Tara Shockley, Matthew Chan, Homero Murzi, Emma Potter for Tara Reel, Stephen Hensell, Olivia Javornik, Andrew O'Sullivan, Warren Nooger, Tanushri Shankar, Danny Strock, Dan Cook, Rami Dalloul, Mohammed Seyam, Morgan Sykes

Absent: Andrew Tevington, Edward Lener (with notice), Ana Agud, Judy Alford (with notice), Marwa Abdel Latif, Brett Besag (with notice)

Guests: Shelia Collins, Michael Erb, Jack Finney, Rachel Gabriele, Rachel Holloway, Maria Jernigan, Gary Long, Sandra Muse, April Myers, James Orr, Ellen Plummer, Harold Sontheimer, Rick Sparks, David Travis

Dr. Sands called the meeting to order at 3:00 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of October 19, 2015

Dr. Sands noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (http://www.governance.vt.edu).

3. Old Business

Commission on Graduate Studies and Policies
Resolution CGSP 2015-16A
& Commission on Undergraduate Studies and Policies
Resolution CUSP 2015-16D
Resolution to for the Establishment of a School of Neuroscience at Virginia Tech

Dr. Gena Chandler-Smith presented the resolution for second reading and made a motion to approve. The motion was seconded and the motion passed.

Commission on Faculty Affairs
Resolution CFA 2015-16A
Resolution for Tenure Appointments in the College of Science for Faculty in the School of Neuroscience.

Dr. Montasir Abbas presented the resolution for second reading and made a motion to approve. A concern was raised that this resolution does not afford faculty in the School of Neuroscience the same steps in the promotion and tenure process. Dr. Finney explained that this resolution addresses an initial appointment and evaluation process, not tenure. This resolution will allow the College of Science to temporarily serve as the tenure home for the School of Neuroscience faculty members until the school is formally established. A question was raised as to how long the temporary status would be. Dr. Thanassis Rikakis indicated that after discussions with SCHEV, he believes that the completion of the School of Neuroscience will be within twelve to twenty-four months. The motion was seconded, and the motion passed.

4. New Business

Commission on Faculty Affairs
Resolution CFA 2015-16B
Resolution on Shared Governance.

Dr. Montasir Abbas presented the resolution for first reading. Dr. Abbas gave a presentation (attached) on the proposed resolution for shared governance. After lengthy discussion, Mr. Matthew Chan requested a deferral for up to six weeks in order to have further discussions. Dr. Timothy Sands asked Dr. Rikakis to convene a meeting in order to come up with a solution that recognizes a more formalized process for the faculty, students, and staff. Dr. Timothy Sands informed the Council that according to the by-laws, the request for deferral will stand unless three-fourths of the members present vote to override the deferral. There was no motion made to override the deferral. Dr. Sands encouraged everyone to move expeditiously to hopefully have resolution by the end of the fall semester.

Commission on Undergraduate Studies and Policies
Resolution CUSP 2015-16A
Resolution to Adopt a New Undergraduate Honor Code.

Dr. Gena Chandler-Smith presented the resolution for first reading and then called on Dr. James Orr to give a presentation (attached) on the new Undergraduate Honor Code. The new honor code will allow cases to be heard quicker than the current process. A suggestion was made to include “Endorsed by the Faculty Senate,” on the cover of the Undergraduate Honor Code manual. An appropriate means to reflect the Faculty Association’s endorsement will be identified. It was indicated that the formal letter of endorsement from the Faculty Senate is an addendum to the resolution.

5. Announcement of Approval and Posting of Commission Minutes

These minutes have been voted on electronically and will be posted on the University web (http://www.governance.vt.edu). Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- Commission on Administrative and Professional Faculty Affairs
  September 9, 2015

- Commission on Equal Opportunity and Diversity
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- Commission on Student Affairs
  September 3, 2015
  September 17, 2015
  October 1, 2015

- Commission on Undergraduate Studies and Policies
  October 12, 2015

5. Announcement

Dr. Sands announced that the College of Architecture and Urban Studies received new rankings of #3 in undergraduate architecture and #9 in graduate architecture.

6. Adjournment

There being no further business, a motion was made to adjourn the meeting at 4:34 p.m.

RESOLUTION ON SHARED GOVERNANCE
Faculty Senate

Resolution CFA 2015-16B

What is shared governance?

- Shared *responsibility* and *cooperation* between the *interdependent* components (Administration, board, faculty, staff, students) of a college or university
- Responsibilities are allocated according to areas of *competence*. (Not a democracy.)
- Decision-making is characterized by open *communication* and *transparency*.

Historically, shared governance evolved to reconcile two different forms of authority

Managerial authority

Legal authority to run the university.

Flows from Richmond → BoV → President → Administration

Professional scholarly authority

Authority to implement the educational and research core mission of the university

Vested in faculty from long preparation and professional accomplishments.

The boundary between the two is not clearly defined, so collaboration is essential

Why is shared governance a good idea?

- The faculty, staff, and students represent an enormous reservoir of knowledge, talent, and creativity
- The great diversity of the university is beyond the grasp of any one person or small group.
- Academic freedom requires a large measure of faculty autonomy.
- Buy-in into academic initiatives by those who will implement them is a prerequisite for success.
- The university operates on a long time horizon (years and decades), and inclusive and deliberative decision-making is thus often affordable and preferable.

Statement of principles

Faculty **Administration** **Governing Boards**

In 1966, the AAUP, ACE, and AGBUC issued a joint statement endorsing and setting forth the basic principles of shared governance, the

Statement on Government of Colleges and Universities

In case 1966 seems old and outdated, consider some other declarations of principles:

Magna Carta	1215
U. S. Declaration of Independence	1776
Universal Declaration of Human Rights	1948
Geneva Convention	1949

The importance of cooperation

1966 Statement on Government:

"The variety and complexity of the tasks performed by institutions of higher education produce **an inescapable interdependence** among governing board, administration, faculty, students, and others. The relationship calls for adequate *communication* among these components, and *full opportunity* for appropriate *joint planning and effort*."

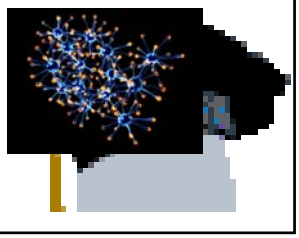
Role of Faculty in Shared Governance

1966 Statement on Government:

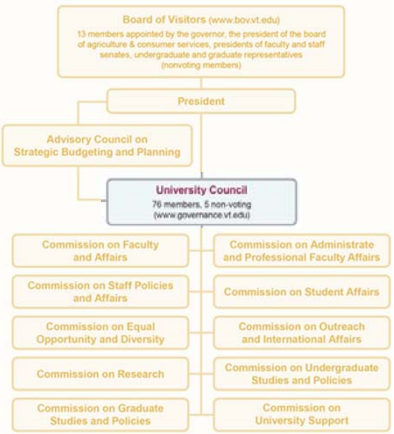
"The faculty has **primary responsibility** for such fundamental areas as *curriculum*, *subject matter* and *methods of instruction*, *research*, *faculty status*, and those aspects of student life which relate to the educational process."

Primary responsibility does not mean sole responsibility

This flows from the professional competence embodied in the faculty



Governance structure at VT vs peers

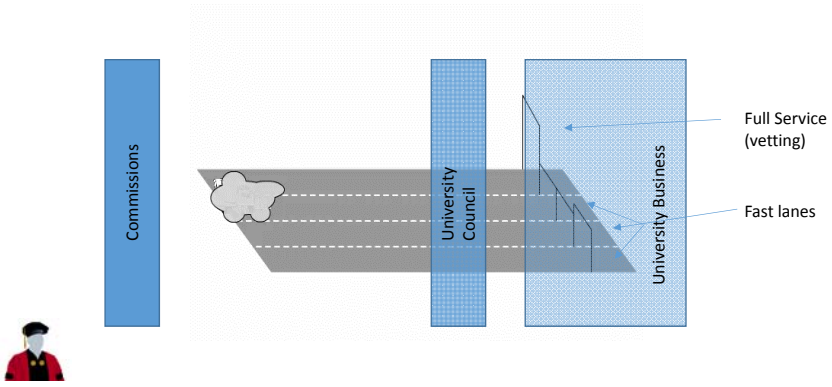


- In ***all*** of Virginia Tech's SCHEV-approved peers, issues that fall under faculty purview according to the 1966 Statement on Government are the domain of the Faculty Senate or an equivalent body that is dominated by T/R faculty.
- At VT, The University Council assumes this role. Its voting membership currently consists of

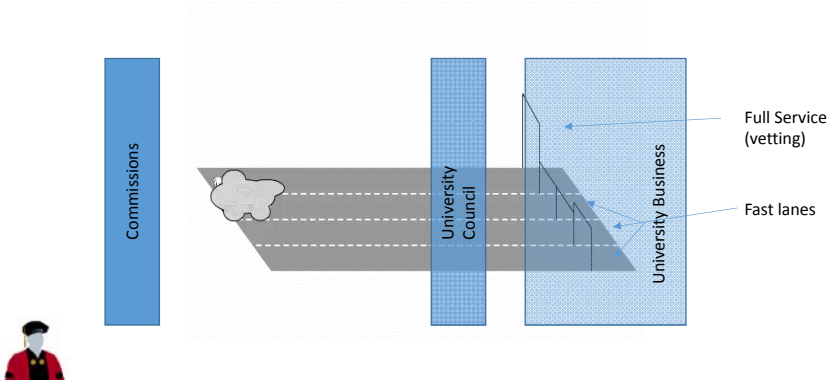
20 Administrators
23 T/R Faculty
13 Staff & A/P faculty
12 students

We are not proposing to change this today

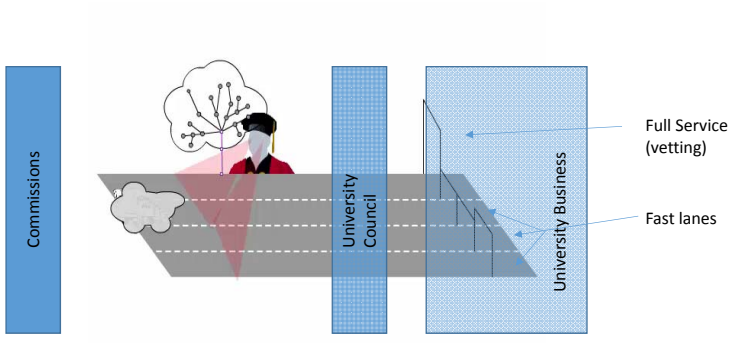
Existing System's Analogy



Existing System's Analogy



Proposed System's Analogy



Shared governance proposal, statement of the problem

The faculty senate is almost the only forum where faculty can discuss issues amongst itself.

The faculty senate is the only body that is representative of the faculty as a whole.

In spite of this, the faculty senate has ***no direct role*** in governance.

The majority of faculty representatives in governance are college representatives, but they are largely isolated from each other and the broader faculty, and their effectiveness depends on individual initiative.

This contributes to an attitude of cynicism and disengagement toward shared governance that characterizes the VT faculty at large.

W. Haefli, *The New Yorker*, 4 Jul '11

"We want to include you in this decision without letting you affect it."

Shared governance proposal:

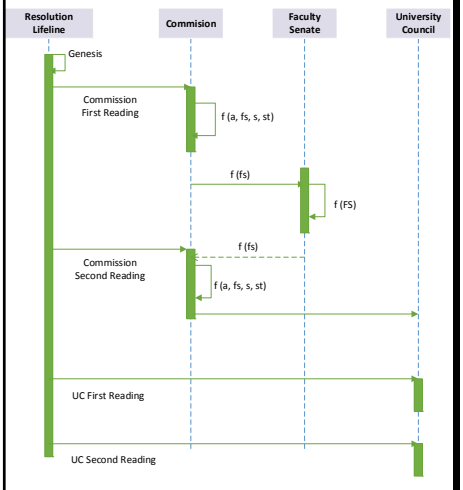
1. In four commissions (COR, CFA, CUSP, CGSP), resolutions are by default referred to the faculty senate for ***consultative referral.***
2. The Faculty senate has ***up to four weeks*** to endorse, propose changes to, or otherwise comment on resolutions.
3. The faculty senate comments are ***appended*** to resolutions as they are taken up by University Council.

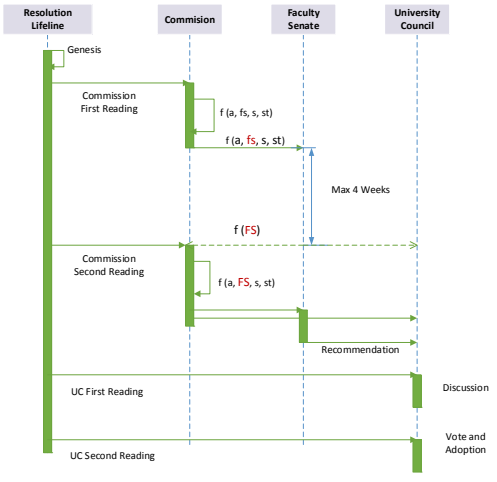
The process ***will be waived*** unless the resolution concerns issues of particular interest to the faculty as a whole

Important points:

- This is a ***parallel process*** meant to be ***minimally disruptive*** to governance
- It ***does not give*** the faculty senate ***veto power***
- Is meant to ***encourage collaboration*** and ***meaningful consultation***
- Will serve to increase faculty ***engagement*** and ***buy-in***

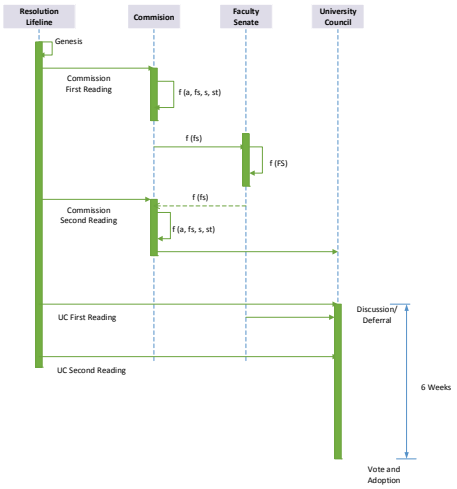
Existing Vs. Proposed Systems





Test Scenarios

Scenario	Existing system	Proposed system
Perfect resolution, cooperative commission	No delay, deferral unlikely	No delay, deferral unlikely
Perfect resolution, non-cooperative commission	No delay, deferral unlikely	No delay, deferral unlikely
Not perfect resolution, cooperative commission	Some original delay, improved resolution, deferral unlikely	Some original delay, improved resolution, deferral unlikely
Not perfect resolution, non-cooperative commission	No original delay, deferral likely, long-term issues	(Some original delay, improved resolution) OR (no original delay, not FS-indorsed) , deferral unlikely



Shared governance, characteristics of the proposal

The proposal would:

- Establish a formal role for the faculty senate within the shared governance structure at VT;
- Retain the strengths of VT shared governance, in particular the broad representation of stakeholders, including staff and students;
- Encourage communication and consultation with the faculty senate at an early stage of policy development;
- Be evolutionary rather than revolutionary, so that it can be implemented quickly; and
- Function as a pilot project that other constituents can refer to when seeking further governance reform.

Deferral vs. Referral

Deferral

- Strongly protected in the University Council constitution
- Occurs at the University Council level
- 6 weeks long → 4 weeks of delay

Referral

- Provided for in the University Council constitution, but currently not implemented
- Occurs at the Commission level
- Up to 4 weeks long → maximum of 2 weeks delay

Why only four commissions?

Specifically:

Commission on Research

Commission on Faculty Affairs

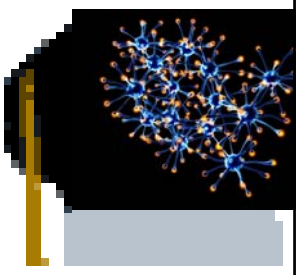
Commission on Undergraduate Studies and Policies

Commission on Graduate Studies and Policies

- The charge of these commissions aligns most closely with faculty responsibilities as set out in the 1966 Statement of Government.
- This proposal should be seen as a pilot project. If it works well, it could be expanded.
- The faculty senate does not consider the work of the remaining commissions unimportant.

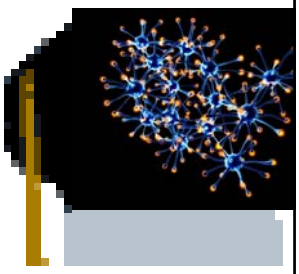
Faculty Role—Nationwide

- Joint Statement on Government of Colleges and Universities on shared governance:
  - Formulated by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB)
  - "the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process"



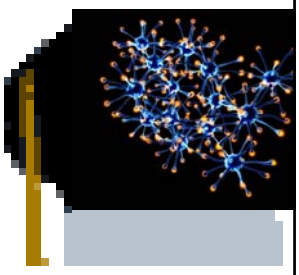
Faculty Role—Nationwide

- (SCHEV)approved peers has a representative body of faculty members which is the primary decision making body concerning academic matters and faculty affairs
  - the only representative faculty body at Virginia Tech, the Faculty Senate, does not have a direct, formal role in governance as it applies to academic matters and faculty affairs
- ~~the overwhelming respondents of faculty surveyed in spring 2015 indicated that a formal role for a representative faculty body in shared governance would promote academic excellence at Virginia Tech~~



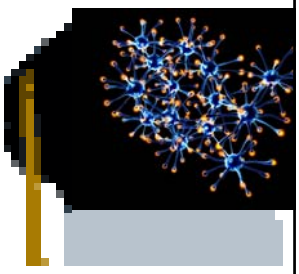
Faculty Role—Here

- at Virginia Tech, the Faculty Senate represents the general faculty and serves as the body through which the will of the faculty as a whole can be determined;
  - Reaping the benefits of working with organized network consisting of representatives from each university department—enabling brain-storming, formation of ad-hoc committees to address emerging issues, and a unified consistent vetting process
- shared governance at Virginia Tech involves students and staff in significant roles that this resolution does not change;



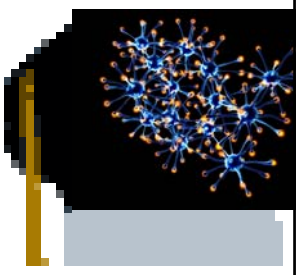
Why?

- a formal mechanism of consultation with the Faculty Senate during policy formulation at the Commission level will improve the ~~efficiency~~ inclusiveness of university governance, enhance the buy-in and accountability of the Faculty in areas in which they have primary responsibility, and ensure an appropriate formal role for the Faculty Senate



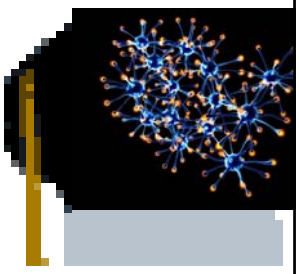
Why the four commissions?

- at Virginia Tech the Commissions on Faculty Affairs, Undergraduate Studies and Policies, Graduate Studies and Policies, and Research typically deal with matters of "curriculum, subject matter and methods of instruction, research, faculty status," as identified in the *Statement on Government of Colleges and Universities* as areas of primary faculty responsibility;



Why the change?

- the University Council bylaws, in Article II, Section 2, indicates that individual commission members are responsible for keeping their constituents and other governance bodies, including the Faculty Senate, informed of commission discussions and proposed policy changes, but includes no formal requirement for Faculty Senate input concerning proposed resolutions that fall within the area of primary faculty responsibility



Proposed Resolution

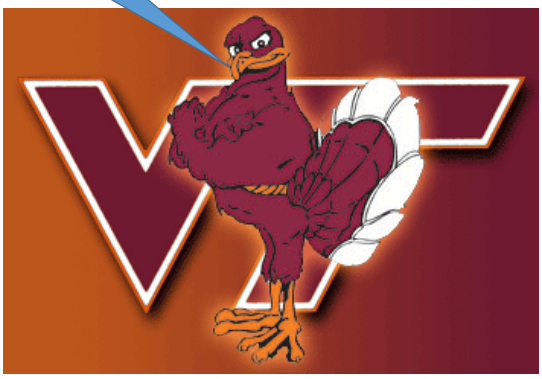
- THEREFORE BE IT RESOLVED, that article II.2 of the bylaws of the Virginia Tech University Council be amended as follows: [Current language *italicized*]
- *II.2 In preparing the case for a new policy or program, each Commission shall keep constituencies (and also, as appropriate, other Commissions, the Faculty Senate, the Staff Senate, the Graduate Student Assembly, and the Student Government Association) sufficiently well informed that relevant advice and counsel from outside the Commission proper can be brought to bear at the policy (program) formulation stage.*
- a. For all Commissions*, it is the responsibility of individual Commission members, mainly by means of their cross-representational affiliations, to* keep affiliated governance bodies and constituencies informed and to afford the opportunity for consultative referral.
- b. Those Commissions that deal with issues for which the faculty have primary responsibility, that is, the Commission on Faculty Affairs, the Commission on Research, the Commission on Undergraduate Studies and Policies, and the Commission on Graduate Studies and Policies, shall consult with the Faculty Senate at the beginning of, and during the process of developing resolutions.

Proposed Resolution

- c. Upon first reading at the Commission, resolutions shall be referred to the Faculty Senate for the purpose of issuing a formal recommendation to the Commission, unless the Faculty Senate waives its right to do so (see subsection e. below). The Faculty Senate shall send its recommendation to the Commission within four weeks (counted while the University is in session). Any additional changes made to the resolution before its adoption by the Commission will be communicated to the Faculty Senate for consideration by the Senate in formulating its final recommendation to University Council. In addition, the Commission may request additional input from the Faculty Senate before the final version of the resolution is completed.
- d. The Commission will send the final version of the Resolution to the Faculty Senate upon approval. The Faculty Senate will send its final recommendation to University Council for consideration by Council. The Senate's recommendation will become a permanent appendix to the Resolution not subject to revision or amendment by the Commission or by University Council.
- e. Waivers of the Referral process in subsection c. above may be conditional or unconditional and may be issued at any time during the discussion of the Resolution by the Commission. Waivers become operative when submitted to the Commission chair by a Faculty Senate officer.
- RECOMMENDATION: That the resolution on shared governance be approved

I Like it!

More sets of eyes, more sets of brains, and it's for free!



Revision of the Undergraduate Honor Code

University Council

Dr. James Earl Orr, Jr.
November 2, 2015

Presentation Outline

- Campus Assessment
- Honor Code Revisions
- Ethos: Culture Communication
- Policies and Procedures: Case Adjudication
- Collaborative Promotion and Outreach
- Assessment

2

Promoting Academic Integrity

- True Promotion of Academic Integrity Involves a Coordinated Campus Conversation
  - Faculty, Students, Staff, and Administration
- Most Successful Approach Depends on Campus Culture
- Current Presentation Discusses General Strategies
  - From Research and Practice

Campus Assessment

- Over 80 Meetings with Faculty, Students, and Staff
- 60 Presentations: Commissions, Faculty, and Students
- Read Annual Report from Last 12 Years
- Read Every Collegiate Times Article on UHS from the Last 12 years
- Read 2 Reports/Assessments of Honor System
- Spoken with 2 Consultants of the VT System
- Process and Procedures Survey: 2011-2014
- Studied and Reviewed all Honor Systems on Campus

4

Comments From VT Community

- Promoting Academic Integrity: Not Catching Cheaters/Criminals
- Lack of Development of Honor System Tradition
  - Little Campus Discussion
  - Lack of Coordinate/Consistent Message
- UHS Organizational Presence
  - Reporting, Organizational Chart, Resources, etc.

5

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Invent the Future

Comments From VT Community

- Little Academic Integrity Programing
  - 70-80 percent of UHS work should consists of education
- Lack of Institutional Framework for Promotion
  - See Texas A&M, Kansas State, Duke University
- Development, Recognition, and Training for Student Leaders
- Classroom Strategies for Reducing Academic Misconduct

6

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Comments From VT Community

- Case Resolution Time
  - Peer Institutions: 3-8 People, Virginia Tech: Over 20
- Legalistic Approach: Discourages Honesty
- Faculty Reporting and Support
- Systematic Lack of Training, Data Collection and Benchmarking
- Fairness of Overall Process
  - Sanctions Raised on 43% of cases with no Student Input
  - Cases Dismiss with No Faculty Input

7

Revision Committee

- Faculty
- Students
- Administrators
- Committee's Work
  - Reviewed: Case Law, Academic Literature, Peer Institutions, Information from International Center for Academic Integrity, Reports on Honor Systems, and Reviews of UHS
  - Sub-committees Drafted Document: Adjudication, Outreach, and Sanctions/Definitions
  - Review by Entire Committee

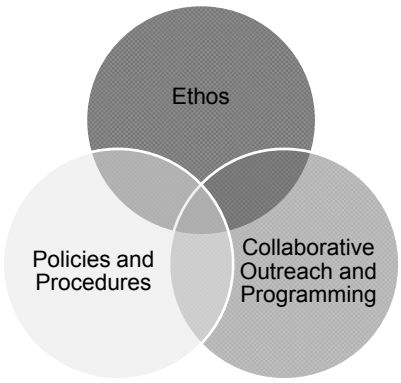
8

Campus Partnerships/Feedback

- Commission on Student Affairs
- Student Government Association
- Honor System Review Board
- Faculty Senate
  - The Faculty Senate should be recognized for their outstanding efforts. They worked efficiently and effectively. They made recommendations that enhanced the document tremendously.
  - Faculty represent the heart and soul of an effective Honor Code.

9

Learning Centered Approach



10

Learning Centered Approach

Ethos

11

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Ethos

- Ethos: Culture and Value System
  - Academic integrity is something to be revered, honored, upheld
- Promotion of Academic Integrity
  - More important than “stopping cheating”
  - Demonstration of personal commitment and connection to careers of students
- Engage Faculty and Students
  - Heart and soul of an Honor System

12

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Elements to Create Culture of Support

13

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Invent the Future

Faculty/Student Assistance

- Strategies for Promoting Academic Integrity to University Community
  - Syllabi, Campus Programs, Orientations, Campus Media etc.
- Training and Faculty/Student Assistance
  - Classroom Atmospheres that Promote Academic Integrity
  - Testing Techniques
  - Discussions of Ethics and Integrity
  - Handling/Reporting Violations
  - Academic Integrity Scholarly Research

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Student Outreach

- Partner with Student Affairs
- Orientation Programs
- Educational Programs
  - Academic Integrity Days and Weeks
  - Conduct Monthly Outreach Programs
- Honor the Code Sessions: Early Fall & Spring
- Classroom Presentations
- Academic Integrity Modules
- Targeted Campus Emails

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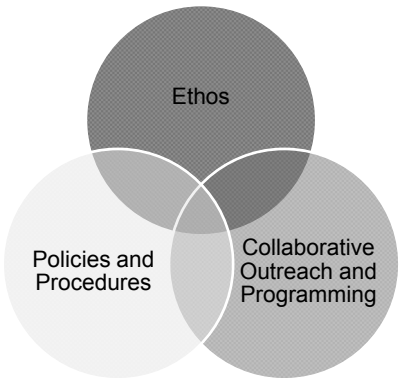
Learning Centered Approach



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Definitions Overview

Current Definitions

- Cheating
  - The actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.
- Plagiarism
  - The copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof.
- Falsification
  - The statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof.

Academic Misconduct

- Cheating (Revised)
- Plagiarism
- Falsification
- Fabrication (New)
- Multiple Submissions (New)
- Complicity (Revised)
- Violation of University, College, Departmental or Faculty Rules (New)

Cheating (New Definition)

- As Defined by the Honor Code:
  - "Includes intentionally using unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise, or attempts thereof"

Complicity (New/Clarification)

- As Defined by the Honor Code:
  - "Includes intentionally helping another to engage in an act of academic misconduct, or attempts thereof"

Plagiarism (Old Definition)

- As Defined by the Honor Code:
  - "Includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof."

Falsification (Old Definition)

- As Defined by the Honor Code:
  - "Includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof."

Fabrication (New Definition)

- As Defined by the Student Honor Code:
  - "Includes making up data and results, and recording or reporting them, or submitting fabricated documents, or attempts thereof."

Multiple Submissions (New)

- As Defined by the Honor Code:
  - "Includes the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work, or attempts thereof."

University, College, Departmental, Faculty Rules (New)

- **As Defined by the Honor Code:**
  - "Includes the violation of any course, departmental, college, or university rule relating to academic matters that may lead to an unfair academic advantage by the student violating the rule(s)."

Overall Enhancements

- Consistent with Best Practices
  - Allows for Comparisons
- Clear Definitions
- Fairness to Students: Better Informed
- Provides Examples of What Constitutes Violations
- Supports Faculty, Academic Departments, and Colleges in Protecting Academic Integrity
- Protects University and Students

Reporting and Adjudication

Current Process

- Case Received
- Assigned to Student Leader
- Student and Faculty Member Submits Evidence
- Judicial Panel or Panel Waiver
- Review Board Review
- Provost Representative Review
- Overall Time: 45-50 business days

Faculty-Student Resolution

- Authorization Granted by UHS
- Sanction Not Expected to Require Supension/Explusion
- Student Does Not Request Referral to UHS
- Student Does Not Have Prior Violation

Reporting and Adjudication

- Reporting Violations
  - All members of the University community may report violations of the Honor Code
  - Reports may be made to an instructor, the Honor System or the appropriate university official
- Faculty-Student Resolution Process
- Hearing

Faculty-Student Resolution

- Scenario (Discovery of Alleged Violation)
  - Contact Student UHS to Request Authorization and Check Prior Violation
  - UHS Typically Provides Case Facilitator
  - Meeting Scheduled
- Accept Responsibility
  - "I acknowledge violating the Honor Code and accept the sanctions recommended by the faculty member"

Faculty Student Resolution

- Accept Responsibility
  - "I acknowledge committing the violation of the Honor Code but do not accept the sanction (s) recommended by the faculty member."- Request hearing
- Do Not Accept Responsibility
  - "I do not acknowledge violating the Honor Code." – Request hearing

Faculty Student Resolution

- Request Referral to UHS
  - "I would like to speak with a representative from the Undergraduate Honor System prior to completing this form"

Overall Enhancement

- Promotes Educational Conversation
- Greater Fairness for Students
  - Current Panel Waiver Process
  - Input on Sanctions
- Greater Faculty Participation in Process
  - Input on Sanctions
- Timely Resolution of Cases
- Greater Student Leadership in Process
  - Mediation Skills

Hearing Process

Honor Code Hearing

- Committee of 6
  - 2 Voting Faculty Members
    - New: Increases faculty participation while maintaining student leadership
  - 3 Voting Students
- 1 Non Voting Student Chairperson

Appeal Hearing Request

- Substantial new and relevant evidence not available at the time of the original hearing.
  - Substantial new and relevant evidence is information which was not available prior to or during the formal hearing. This is not information that a student chose not to share or obtain during a hearing.
- Procedural
- **The sanction is not commensurate with the violation.**
  - **These are not sanctions that a student disagrees with, but rather sanctions that are not consistent with one's conduct or case precedent.**
- The finding of responsibility is inconsistent with the facts presented in the hearing.

Sanctions Overview

- Academic Misconduct vs. Academic Deference
- Cost-Benefit Analysis Discussion
- Effective Sanctioning
  - Directly Related to Student's Grade
  - Educational Training
  - Significant Deterrent
  - Faculty & Student Involvement

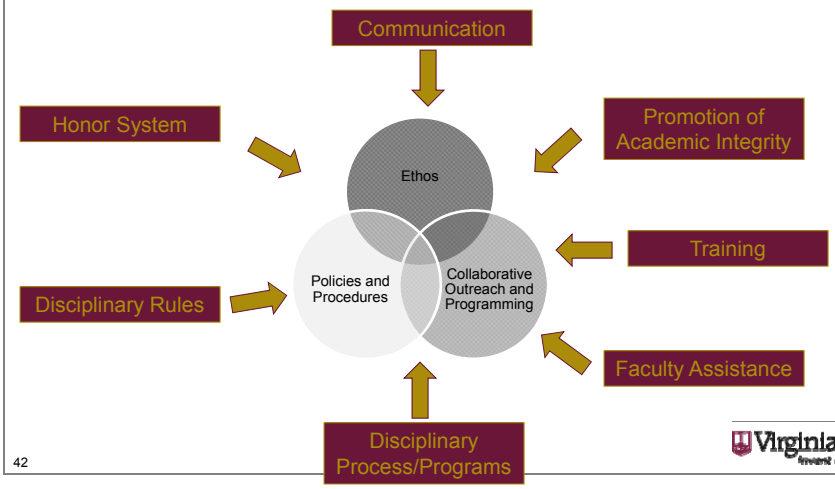
Sanctioning Guidelines

- Dismissal From University
  - Expulsion (normal sanction for all second offenses)
  - Suspension
- F*
  - * = Failure Due to Academic Honor Code Violation
  - Recommended Sanction
- Lowered Course Grade
- Zero on Assignment
- Academic Integrity Education

Academic Integrity Education

- Academic Skills Enhancement
  - Academic Integrity Component (what it is, why it is important, and examples)
  - Time management, study skills, test taking skills, writing skills, anxiety management, and goal setting
- Ethics/Ethical Decision Making Seminar
  - Case studies, discussions and written work regarding ethics, values

Means of Intervention Components



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Three Legs of the Stool: Building a Culture

- Honor Code vs. No Code
- Distinction
  - Senior Level Administrative Support
  - Three Legs of Stool
    - Academic Integrity High on Campus Agenda
    - Significant Involvement and Support by Faculty
    - Significant Involvement and Support by Students
- Systems Approach to Accomplishing Goal

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