

## **MINUTES**

**Kansas State University Faculty Senate Meeting  
April 14, 1998 3:30 p.m. Big 12 Room, K-State Union**

**Present:** D. Anderson, P. Anderson, Baker, Behnke, Benson, Bissey, Brigham, Charney, Clegg, Conrow, Deger, Dodd, Dubois, Dyer, Eckert, Farmer, Fenton, Fenwick, Feyerharm, Fritz, Gray, Grunewald, Hamilton, Hassan, Holden, Johnson, Jones, Kassebaum, Klopfenstein, Koelliker, Lamond, Laughlin, Legg, Mann, McCulloh, Michie, Miller, Ossar, Ottenheimer, Oukrop, Rahman, Reeck, Salsberry, Schapaugh, Schroeder, Smith, Stein, White, Wissman, D. Wright, Zabel, Zschoche

**Proxies:** Atkinson, Fjell, Jardine, Foster, Keiser

**Absent:** Aramouni, Barkley, Briggs, Dawes, Delker, Devlin, Guikema, Hagmann, Higgins, Hightower, Krstic, Martin, Mathews, McClaskey, McMurphy, McNamara, Peak, Raub, Ross, Royse, Shultis, Stewart, Taylor-Archer, Woodward, K. Wright

**Guests:** Jeff Dougan, Jessica Raile, Michael Lynch, Mitchell Strauss

- I. President Legg called the meeting to order.
- II. The minutes of the March 10, 1998 meeting were approved with a correction suggested by Senator Gray. Section IV regarding the Course Information Program should be revised to read: "The structure will include a person from Educational Advancement for monitoring purposes and a GRA employed to administer the program. The Course Information Program Committee will continue to make policy and procedure decisions. This will remain a student-directed program with faculty guidance."
- III. Announcements
  - A. The Legislature has again left everything to the last minute. There are three particular items of interest to the university.
    1. The chances seem good for a 4% increase in unclassified salaries. Salaries are left for the omnibus bill.
    2. The question of making GTAs and GRAs eligible for subsidized health insurance has also been left for the veto session.

3. Employees who started on the KPERS program but later shifted to the Regents' retirement system were told that their KPERS benefits would be based on their last years of service before retirement rather than before leaving KPERS. While this information is incorrect, it seems likely that those who retire by 2004 will be grandfathered in at the higher rate.
- B. The Council of Faculty Senate Presidents has been lobbying with the Regents to adopt a long term plan to raise salaries to the average of our peers. A Regents' task force has recommended a multi-year plan to raise faculty salaries relative to our peers. It appears that the proposal is on track for inclusion in next year's Regents' budget request.

#### IV. Standing Committee Reports

##### A. Academic Affairs Committee -- Don Fenton

###### 1. Course and Curriculum Changes

- a. Senator Fenton moved approval of the Undergraduate Course and Curriculum Changes (599 & below) approved by the College of Architecture, Planning and Design January 13, 1998. The motion was seconded and approved.
- b. He moved approval of an undergraduate minor in Community Planning approved by the College of Architecture, Planning and Design January 13, 1998. The motion was seconded and approved.
- c. He moved approval of undergraduate Course and Curriculum Changes (599 & below) approved by the College of Arts and Sciences February 19, 1998. The motion was seconded and approved.
- d. He moved approval of Undergraduate Course and Curriculum Changes (599 & below) approved by the College of Agriculture February 19, 1998. The motion was seconded and approved.
- e. He moved approval of Undergraduate Course and Curriculum Changes (599 & below) approved by the College of Education February 24, 1998 with the following change: on each revised chart the first line should read ANTH 200 Intro. Cultural Anth. or ANTH 204 Intro. Cultural Anth. The motion was seconded and approved.

###### 2. Graduate Education

- a. He moved approval of Graduate Course and Curriculum Changes approved by Graduate Council March 3, 1998. The motion was seconded and approved.

## **CHANGES**

- ARCH 705 Project Programming
- EDCEP 912 Psychological Bases of Educational Thought and Practice
- EDSP 888 Externship in Special Education

## **DROP**

- FSHS 609 Families in the American Economy
- FSHS 760 Family Decision Making

## **NEW**

- FSHS 709 Public Policy and Family Economic Well-Being
- GEOG 718 Geography of Public Lands

- b. He moved approval of the revised curriculum for the Master of Regional and Community Planning program approved by the College of Architecture, Planning and Design January 13, 1998 and by the Graduate Council March 3, 1998. The motion was seconded and approved.

## **CHANGES**

- PLAN 605 Planning Communication
- PLAN 630 Computer Applications in Planning and Design
- PLAN 640 Community Growth and Management
- PLAN 650 Housing and Development Programs
- PLAN 716 Seminar in Planning
- PLAN 721 Infrastructure Planning and Development Review
- PLAN 745 Urban Design and Preservation Planning Theory
- PLAN 746 Urban Design and Preservation Studio
- PLAN 747 Urban Design and Preservation Field Study
- PLAN 753 Planning Law
- PLAN 810 Practicum in Planning and Development
- PLAN 820 Planning Administration
- PLAN 826 Planning Theory, Ethics and Practice
- PLAN 836 Community Plan Preparation

## **DROPS**

- PLAN 700 Planning Analysis
- PLAN 736 Plan Implementation
- PLAN 845 Advanced Urban Design
- PLAN 846 Urban Design Studio II
- PLAN 855 Regional Planning II

## **NEW**

- PLAN 615 Shaping the American City
- PLAN 620 Urban America
- PLAN 631 Computer Applications in Planning 1
- PLAN 632 Computer Applications in Planning 2
- PLAN 633 Computer Applications in Planning 3
- PLAN 651 Planning Municipal Services

**NEW (continued)**

PLAN 655	Land Development Planning
PLAN 699	Special Studies in Planning
PLAN 731	Solid Waste Planning and Management
PLAN 752	Physical Processes of Plan Implementation
PLAN 754	Fiscal Processes of Plan Implementation
PLAN 801	Planning Methods I
PLAN 802	Planning Methods II
PLAN 821	Community Decision Analysis

- c. He moved approval of the proposed new graduate Certificate in Community Planning and Development approved by the College of Architecture, Planning and Design January 13, 1998 and by the Graduate Council March 3, 1998. The motion was seconded and approved.
- d. He moved approval of the Master of Arts Degree in Environmental Planning and Management approved by the College of Architecture, Planning and Design January 13, 1998 and by the Graduate Council March 3, 1998. The motion was seconded and approved.

**3. General Education**

- a. He moved approval of the courses approved for General Education at the February 19, 1998 General Education Task Force Meeting. The motion was seconded and approved.

FRENCH 503	Black African Francophone Literature in Translation
FRENCH 511	Masterpieces in French Literature I
FRENCH 512	Masterpieces in French Literature II
FRENCH 514	French Civilization
FRENCH 516	Readings in French
FRENCH 517	Commercial French

- 4. Senator Fenton moved approval of additions to the December 1997 graduation list. The motion was seconded and approved.
- 5. Senator Fenton moved approval of the proposed Undergraduate Honor System. The motion was seconded. **ATTACHMENT 1**

Senator Dyer proposed correcting "dishonesty" to "honesty" in the last line of the first page. The change was accepted.

Jeff Dougan, a student member of the Provost's Task Force on Academic Honesty, discussed the proposal from the students' perspective. The Student Senate Academic Affairs Committee approved the proposal in 1996, the entire Student Senate overwhelmingly approved it early in 1997. Since then it has been revised to reflect concerns forwarded by faculty members when it was first discussed in Faculty Senate and it was passed again overwhelmingly by Student Senate. The students view this as an opportunity to change the culture of the university such that students will see this as a community of trust and will, therefore, not consider cheating.

Senator Feyerharm has no reservations about introducing an honor system. Nonetheless he believes we need to reform service courses to diminish opportunities for cheating. His primary concern is that under the proposed system committee members will need to carry out the investigation. His experience in a recent case suggests that professional investigatory assistance may be needed.

Senator Baker questioned the statement "The review of facts will be non-adversarial." in section 2 on page 5 because the statement could be open to different interpretations. Mitchell Strauss, Chairperson of the Task Force, explained that the intent was not to replicate the legal system with lawyers participating, but rather was to permit participants to ask and answer questions in an attempt to find the truth.

He proposed expanding the sentence beginning "Participants and/or witnesses will be questioned only by members of the Honor Hearing Panel" to read "and by the individual accused of a breach of academic honesty." The proposal was accepted as a friendly amendment.

Senator Dyer asked whether the statement "The alleged violator....should attend the hearing" should be changed to read "must attend". It was not changed.

Senator Rahman addressed the issue of the student's representation at the hearing, also in section 2 and proposed changing the sentence "Students accused of a breach of academic honesty are required to defend themselves...". Ensuing discussion dealt with possible emphases in the original text. The eventual consensus was to accept "Students accused of a breach of academic honesty who elect to present a defense are required to defend themselves."

Senator Dawn Anderson asked whether there had been any consideration of diversity in appointing Honor Council members. It was agreed to add a new sentence as the third sentence of section 7.a. "Diversity will be a consideration in appointing members."

Senator Rahman would amend section 7.b. to clarify that the Provost should make appointments "in consultation with the Faculty Senate President." Senator Reeck concurred, stressing that these should be faculty, not administration, appointments. There was no action on the proposal.

Senator Oukrop suggested that a deletion was necessary in the second complete paragraph on page 2. The second sentence should read "Students appointed to participate on the Honor Council will be made available from the undergraduate population." The change was accepted.

Senator Michie studied at a university with an undergraduate honor code which required students to report apparent dishonesty they might observe. She asked why this had been omitted here. Professor Strauss explained that the latest literature shows that inclusion of a "non-tolerance clause" at the beginning tends to kill honor programs. As the culture evolves, it may be appropriate to add this feature.

Several senators commended Messrs. Dougan and Strauss for their work in preparing the proposal and securing support for it from the various campus constituencies. The critical factor in the success of the program will be a passionate commitment on the part of students to make the system work. A commitment from the faculty and administration will also be needed to train everyone to participate fully.

It is anticipated that the program will be implemented by the fall of 1999, probably with a signed "Matriculation Agreement" in which the student accepts participation in the system and agrees to an Honor Pledge whether required or implied. The plan incorporates a yearly review process which can come from the Faculty Senate, the Student Senate, or the Honors Council itself.

Senator Fenwick suggested putting the document in the Faculty Handbook.

The Honor Code proposal as amended was approved without dissent.

6. Senator Fenton moved acceptance of the report of the Provost's PILOTS committee and approval of the proposals contained therein which would continue the trial form of the program and review it as students reach graduation time. The motion was seconded. **ATTACHMENT 2**

The PILOTS program is the implementation of one of the three KSU initiatives Faculty Senate approved last year in response to the Vision 2020 report. Michael Lynch explained that about one hundred students identified by their ACT scores as being "at risk" accepted the invitation to

participate in the program. The academic departments identify which section(s) and faculty will be involved in the program, Mr. Lynch's office provides tutors and other support services. The program is, per Regents' stipulation, entirely self-supporting.

While it is still too early to determine the success of the program, initial results show that the retention rate of participants is about the same as that for the entire freshman class, but higher than that for others entering with comparable academic records and ACT scores. As a practical matter, the program is currently available to students whose ACT scores are 18 or below and is limited to 100 participants. The proposal would increase the maximum number of participants.

Several senators inquired about the evaluation process stipulated in the document and why it was being reviewed now if it was too early to obtain definitive results. President Legg said that the Regents want to see progress now toward meeting the goals of Vision 2020.

The report and proposals were approved with some dissent.

7. Senator Fenton moved approval of an addition to F50 in the Faculty Handbook regarding the resolution of conflicts in the schedule of common evening examinations. The motion was seconded. **ATTACHMENT 3**

He explained that common examinations for an increasing number of courses are being scheduled for late afternoon or evening. The proposal is an attempt to resolve conflicts by using the same system of rescheduling examinations in higher numbered courses which is used for the final examination period.

Suggestions included requiring that scheduling conflicts be resolved before the line schedule is printed, perhaps by listing course credit under the quiz hour which would preclude conflicts. Others suggested prohibiting evening examinations for daytime classes or requiring approval from some committee before scheduling exams outside the normal class time.

Senator Michie moved to refer the motion back to committee. Her motion was seconded and approved.

In view of the late hour, President Legg suggested that we proceed directly to

## VII. For the Good of the University

Senator Baker presented the following statement:

The Faculty wishes to express its shock and sorrow at the death on March 11, 1998, of our colleague Dr. S. Kaleem Quadri. Dr. Quadri was a member of the Department of Anatomy and Physiology of the College of Veterinary Medicine at Kansas State University, and the Director of the Neuroendocrinology Laboratory. During his 21 years at Kansas State, Dr. Quadri was an outstanding teacher and research scientist, and left us at the peak of his powers.

Dr. Quadri's research focused on the areas of neuroendocrinology of reproduction and aging and neuroimmunology. His direction of his research laboratories earned him the recognition and respect of his colleagues around the country and the world. It was marked as well by the deep convictions he communicated by example to his graduate students in his role as mentor. The contributions of his graduate students and postdoctoral fellows are an important part of his legacy to science.

Dr. Quadri was an enthusiastic teacher held in high esteem by veterinary students. He earned their respect and commanded their attention with his attentiveness, force of personality, depth of knowledge, and ardent conviction that the essence of learning is the art of curiosity. Those in attendance at the memorial service at Danforth Chapel the Saturday after his death were impressed by the articulate descriptions of personal experience and expressions of fondness and admiration offered by deeply appreciative students.

In private life Kaleem was a loving husband and father. He spoke with joy and quite pride of the achievements of his daughter, Rana. His closer acquaintances knew the suffering that worsening multiple sclerosis has brought to his wife, Sandy, over the last decade, and knew as well how Kaleem undertook her care with cheerful affection, humor, and gentleness: it was something that he genuinely enjoyed doing, and was in fact a mainstay of his life. He was unwavering as well in support of his extended family in the United States and India.

The Faculty extends its heartfelt condolences to the family, and takes note of the great loss that his death brings to the University.

VIII. Senator Oukrop moved that the meeting be adjourned until April 28 at 3:30p.m. The meeting will be held in the Little Theater. The meeting was adjourned at 5:35 p.m.





## Kansas State University

### Purpose, Background, and Judicial Procedures of the Undergraduate Honor System

Prepared by Mitchell D. Strauss for the Provost's Task Force  
on Academic Honesty  
April 8, 1996

Revised by Student Senate Academic Affairs Committee  
January 23, 1997

Revised by the Faculty Senate Ad-Hoc Honor Code Committee  
November 5, 1997

#### C. Purpose/Background of the Honor System

In March 1996, several members of the Provost's Task Force on Academic Honesty expressed concern with KSU's existing judicial process for handling breaches of academic honesty. They were worried that the current judicial process would not adequately support a new honor system. Their recommendation was to review the judicial processes of other universities that have honor codes, and draw up a series of recommendations for a new judicial system that could be introduced to the academic community at the same time that a new honor system is introduced. Judicial procedures from institutions such as the University of Virginia, the University of Maryland, Stanford University, University of California-Davis, Texas A&M, and Notre Dame University were examined and used to build a proposed new policy. A new judicial policy, if adopted, would replace the one currently described in the Student Life Handbook entitled C. Adjudication of Charges of Student Dishonesty and D. Punishments and Records of Findings of Dishonesty (found in the campus phone book on page 8).

A new honor system was developed to create a positive environment on campus that will promote the concepts of academic honesty and integrity. It is the fervent hope of the Provost's Task Force on Academic Honesty that a new honor system would serve as the foundation for a new community of trust that will develop among members of the academic community. It is important to note, however, that a community of trust must be preserved and protected by forthright responses to acts of dishonesty. For this reason, all members of the academic community, both students and faculty, are absolutely encouraged to respond to acts of dishonesty by reporting the event to the newly developed Honor Council. While KSU requires faculty to respond diligently to academic dishonesty, we prefer not to compel students to report acts of dishonesty, instead we trust that students will do the right thing and take the action necessary to preserve their honor system by reporting an act of dishonesty.

All official responses to reports of academic dishonesty will be managed by a new Honor Council, which will be comprised of both students and faculty appointed by their peers from the general academic community. The new Honor Council will only handle breaches of academic dishonesty, and will conduct hearings and appeals for adjudication. Grading disputes, and other non-academic, behavior related issues will be handled elsewhere by existing KSU systems. The Honor Council will use the long-standing Faculty Senate approved definitions of plagiarism and cheating. The Honor Council will

annually review these working definitions and any suggested changes will go through the normal Faculty Senate procedures.

The new judicial approach will be a significant departure from the current system in which faculty, department heads, and deans are now burdened with the responsibility of taking punitive action for violations of academic honesty. Sanctions, if required, will be either given to the student directly by the professor or recommended by the Honor Council after appropriate due process. Consistent with the existing policy, faculty are required to file record of all violations of academic honesty. Under the new policy, the report will be filed with the Director of the Honor Council. Therefore, if a faculty member wishes to initially handle the violation themselves, the faculty member must file a notice stating what the violation was, how the matter was resolved, and that the student was made aware of the right to appeal the faculty member's decision to the Honor Council. As is now the case, students retain the right to appeal any faculty member's decision. Those appeals will now be handled by the Honor Council.

The new Honor Council will be a joint commission of both students and faculty since both are integral elements of the academic community. Students appointed to participate on the Honor Council will be made available from the undergraduate population. Appointed members of the Honor Council will have a variety of responsibilities, depending upon circumstances. One very important responsibility of Honor Council membership will be to advocate the honor system by educating students and faculty regarding potential honor issues or violations. Honor Council members may advise students or faculty reporting potential honor issues or violations. Honor Council members may also be called upon to serve as neutral investigators of the facts involving an alleged violation. Finally, Honor Council members will serve the important role of being panel members during hearings regarding honor violations. To avoid conflict of interest, no Honor Council member will serve as both an investigator and an adjudicator for the same case. There should be an ongoing education/training program to prepare members of the Honor Council to deal with issues such as investigatory techniques, honor system advocacy, and the conduct of due process hearings.

Upon passage of this document from the respective bodies, a Director of the Honor Council will be appointed by the Provost to oversee this honor system. One duty of this Director shall be to work with the new Honor Council members to formalize the policy into an Honor System Constitution. Upon implementation of the Constitution, the Honor Council shall create By-laws that it will be subject to. All procedures not specified either in the Honor System Constitution or By-laws shall follow Robert's Rules of Order, Newly Revised. Impeachment procedures shall be defined in the Honor System By-laws. The Honor Council shall also subject itself to an annual review process. The results of this review shall be presented to Student Senate, Faculty Senate, and the Provost no later than one month after its completion.

An honor system with its associated educational support and judicial response systems requires constant care and feeding. It is recommended that eventually an administrator, functioning with the Provost's authority, be charged to manage the new honor system. According to the literature, most large institutions with honor systems have a Director of Honor Systems and Related Judicial Affairs on staff. The key value of the administrator is to bring continuity, equity and improved management to the process. (Dannells, 1996) This director would serve as an ex officio member of the Honor Council.

#### D. Undergraduate Honor System for Kansas State University

##### 1. Introduction

Kansas State University is a community of students, faculty, and administrators who come together to learn, work, and grow intellectually. The

concept of community is central to our belief in the importance of honorable behavior for oneself and for the community as a whole. This strongly held value of honor and the expectations derived thereof are defined by K-State's Honor System. The Honor System is an assumption of trust which accompanies the student in all dealings with fellow students, faculty, and administrators. The atmosphere of trust grounded in this assumption of honor enables every student to know his or her word will be taken as true and to compete fairly in the classroom.

The acceptance of individual responsibility is essential to our community of trust. The foundation of the Honor System depends entirely upon the willingness of every individual to live up to the standards set by fellow students, faculty, and administration. If we are to enjoy the benefits of a community of trust and integrity which the Honor System fosters, we must hold ourselves to the basic principles of honesty: we must never lie or cheat. In order to safeguard the privileges offered by the Honor System, we must respond forthrightly and proactively with those students who have disregarded the principles of honesty.

## 2. The Kansas State University Honor Code

The Kansas State University Honor System is defined by the following Honor Code:

- a. That as K-State students they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports or in any other work that is to be used by the instructor as the basis of grading.
- b. That as K-State students they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor System. This includes reporting an observed dishonesty.

## 3. The Honor Pledge Statement

On all course work, assignments, or examinations done by students at Kansas State University, the following pledge is either required or implied:

On my honor as a student I have neither given nor received unauthorized aid on this assignment.

This statement means that the student understands and has complied with the requirements of the assignment as set forth by the instructor.

## E. Judicial Procedures for a Breach of Academic Honesty

### 1. Report of a Breach of Academic Honesty

When a violation of academic honesty is observed by either a faculty member or a student, it will be normal procedure for the observer to report the event to the Office of the Director of the Honor Council. If the observer is a faculty member, they may directly address the violation and then file the appropriate report with the Director. For all cases not initially addressed by the faculty member, the Director will then assign two members of the Honor Council to serve as case investigators. The investigators will be charged with the responsibility of making contact with the observer within two class days. If the observer, after initial discussion with the investigators, wishes to proceed with the charge, the investigators will inform the Director, in writing, that an honor code violation has been officially alleged. This should be done within two class days (four if class is not in session) after contact with the observer. Within another two class days (again, four if class is not

in session) , the alleged violator will be informed of the allegation in writing by the Director, and also be requested to prepare for a visit from the case investigators. Within a reasonable time frame the investigators will visit the alleged honor violator. The purpose of the visit will be to gather facts regarding the case from the perspective of the alleged violator. After the investigators complete the fact gathering process, the investigators will make a final report to the Director describing the particulars of the case. From the report, the Director will determine whether to dismiss the case or proceed with an honor hearing which will be conducted by an Honor Hearing Panel. The honor hearing, if required, should take place within ten class days of the report of an honor violation.

## 2. Honor Hearing Process

The Honor Hearing Panel will hold an honor hearing to determine whether or not a breach of academic honesty has occurred. The Honor Hearing Panel, which will be selected by the Director of Honor Council, will be composed of six members from the Honor Council, with five voting and one serving as a neutral chair. The voting members will consist of three student and two faculty members. The chair may be either a faculty member or a senior-level student. The investigators of a case may not serve on the Honor Hearing Panel of that same case. The alleged violator and the observer should attend the hearing. The charge and associated facts of the case will be considered by the Honor Hearing Panel. The honor hearing is not a trial. Formal rules of evidence commonly associated with a civil or criminal trial may be counterproductive in an academic investigatory proceeding, and shall not be applied. The Panel Chair will accept for consideration all matters which reasonable persons would accept as having probative value in the conduct of the Panels affairs. The review of facts will be non-adversarial. Participants and/or witnesses will be questioned only by members of the Honor Hearing Panel and by the individual accused of a breach of academic honesty. Students accused of a breach of academic honesty who elect to present a defense are required to defend themselves, although they will be afforded the right of having counsel present to serve in an advising capacity only. Character references will not be allowed as part of the proceedings. A majority vote among the Honor Hearing Panel will be required to reach a decision. If a situation arises where an honor hearing would need to be performed during the summer, that case will be tabled until hearings resume in the fall.

## 3. Criteria for Determining Whether or not a Breach of Academic Honesty Occurred

The evidence considered and a final vote regarding conviction by the Honor Hearing Panel should focus on the following three issues:

- a. Did a breach of academic honesty occur?
- b. What was the level of intent during the act?
- c. What was the level of seriousness of the act? Would acceptance of the act seriously erode the integrity of KSU s honor system?

## 4. Appeals Process

If the Honor Hearing Panel decides with majority vote that a breach of academic honesty has occurred or if a student wishes to appeal the decision of a faculty member, an appeals process is available for the affected student. The student may appeal the decision of the panel on the basis of substantial new evidence or sufficient ground for good cause. Substantial new evidence is defined as evidence which was not available at the original trial and which has a direct bearing on the verdict. This appeal may be submitted within one year from the date of the decision. Sufficient grounds for good cause is defined as an infringement on the rights of the accused student because of any irregularities in the way the Honor Hearing Panel or faculty member conducted their business. An appeal of this type must be submitted to the Director of the Honor Council

within fifteen days. A separate six member appeals board impaneled from the Honor Council by the Director would consider the issue. Faculty members who feel that the proceedings were not properly conducted may also appeal the decision within fifteen days. The period of appeals is one year from the date of the decision.

#### 5. Records

All hearings should be taped, and kept as permanent record if a finding of violation is handed down. All proceedings will be kept confidential and subject to the provisions of the Family Rights and Privacy Act. Violations of confidentiality are grounds for dismissal as an Honor Council member. For those decisions handed down by individual faculty members, records of the case shall be retained in a central file by the Honor Council. As with the current system, those files will be available for consultation only by authorized parties if subsequent need arises.

#### 6. Punishment for Findings of Dishonesty

If the Honor Hearing Panel finds that an attempt or breach of academic honesty did occur, it shall recommend an appropriate sanction, which will ordinarily be acted upon by the respective Dean. The normal sanction for the Honor Hearing Panel and for faculty members shall be a grade of XF in the course. An XF would be failure of the course with the X on the transcript indicating failure as a result of a breach of academic honesty. The Honor Hearing Panel and faculty members may also recommend a lesser or more severe sanction. Generally, acts involving advance planning, falsification of papers, collaboration with others, or some actual potential harm to other students will merit a severe sanction, i.e., suspension or expulsion, even for a first offense. An attempt to commit an act shall be punished to the same extent as the consummated act. The Honor Council will specify in their Constitution and/or By-laws whether or not an XF may ultimately be replaced with an F and what the criteria for the expungement shall be.

#### 7. Appointment of Honor Council Members

##### a. Student Members

Undergraduate students wishing to represent their college will apply to the Student Body President no later than the third week of February. The Student Body President will appoint two students from each college to serve on the Honor Council. Diversity will be a consideration in appointing members. Since the College of Arts and Sciences is larger relative to other colleges, the Student Body President will appoint three students to serve on the Honor Council. All appointments will be made before the current term of the Student Body President ends and confirmed by the current Student Senate. Student terms will be for approximately two years beginning at the end of the spring semester in which they are appointed and concluding at the beginning of the respective summer semester. Students must have completed two full semesters of study at Kansas State University and be in good academic standing to be eligible to serve on the Honor Council. For the first year of implementation, half of the students appointed will be designated for one-year terms upon the discretion of the Student Body President, creating a staggered appointment process. Student members either appointed to one-year terms in the first year of implementation or finishing partial terms may be appointed for a full two-year term consecutively. All members appointed will participate in a training process to be planned by the Director of the Honor Council. No member of the Honor Council may serve two consecutive full terms.

##### b. Faculty Members

Faculty wishing to represent their college will apply to the Provost no later than the third week of February. The Provost, in consultation with the respective deans, will appoint two faculty members from each college to serve

on the Honor Council. All appointments will be made no later than the third week of March. Since the College of Arts and Sciences is larger relative to the other colleges, the Provost will appoint three faculty members to serve on the Honor Council. Faculty members will serve two year terms. For the first year of implementation, half of the faculty members appointed will be designated for one-year terms upon the discretion of the Provost, in consultation with the respective deans, creating a staggered appointment process. Faculty members either appointed to one-year terms in the first year of implementation or finishing partial terms may be appointed for a full two-year term consecutively. All members appointed will participate in a training process to be planned by the Director of the Honor Council. No member of the Honor Council may serve two consecutive full terms.

### C. Vacancies

If an Honor Council member resigns, the position will remain vacant until an appointment is made to fill that term. The appointment will be for the remaining portion of the term, which will expire normally as to preserve the natural continuity of a staggered appointment process.

### Report of the Ad-Hoc Honor Code Committee

Summary of the discussion of and changes to the proposed Honor Code by members Jeff Dougan, Kathy Grunewald, Susan Scott, Mitchell Strauss, and Nicole Johnson, chair.

November 5, 1997

These responses address the concerns and questions posed by faculty members when Faculty Senate discussed the proposed Honor Code.

1. What constitutes cheating and should a formal definition be included in the policy?

The committee feels that cheating, including plagiarism in many forms, has already been well defined on our campus. The Honor Council will not create new standards for cheating, but utilize the long-standing Faculty Senate approved definition from the Faculty Handbook. The Honor Council should review the working definition annually to see if revision is warranted, but any suggested changes to the Faculty Handbook would need to be presented to Faculty Senate for approval.

2. Does a conflict of interest exist between the investigatory and judicial nature of the Honor Code?

After reviewing the investigatory and judicial processes of the Honor Council, the committee concluded that no conflict of interest would exist between these two roles provided that each Honor Council member serves in one capacity or the other, but not both, in the same case. The proposed Honor Code specifies that each member will not serve on the Honor Hearing Panel for a case in which the member served as an investigator.

3. What would be the faculty member's role in the investigation? Would they have to continually push an investigation through the Honor Council?

The faculty member's role in the investigation of an act of dishonesty depends on the individual faculty member's preferences. Faculty members may either turn the case directly over to the Honor Council or may choose

to deal with the issue themselves. If the faculty member chooses to handle the matter alone, it is their responsibility to set up a meeting time with the student, determine and act upon the appropriate sanction, make sure the student is aware of their right to appeal, and file a report of the incident to be sent to the Honor Council. The Honor Council would assume these responsibilities if the faculty member chose instead to initially turn the information over to the Honor Council. The committee suggests that a form be developed to assist faculty and students alike in reporting witnessed acts of dishonesty to the Honor Council. This method would greatly simplify the faculty member's role in the process and place all the burden for investigation and adjudication on the Honor Council.

4. Should a plea bargaining procedure be included in the policy?

The committee saw plea bargaining as potentially harmful to the Honor Code in that it might lead to sanctions that don't appropriately fit the severity of the breach of academic honesty. Plea bargaining may be appropriate in dealing with minor infractions when the faculty members choose to adjudicate cases themselves, but is not suggested as an appropriate means for the Honor Hearing Panel.

5. How would a summer hearing function if some of the faculty are not here over the summer?

Due to potential difficulty in finding not only students but faculty who would be available during the summer for a hearing, the committee decided that the best course of action would be to table any potential hearings until fall semester. The Honor Council might run into some problems with faculty pay and allocated time if any faculty members were required to be available for summer hearings.

6. What would the cost of implementation be?

The Provost has pledged to provide staff time to support and cover the costs of the Honor Council. The specifics of his support can be found in the accompanying letter.

7. How would distance learning be affected?

Unfortunately, distance learning is still an evolving and somewhat gray area in terms of how it relates to many university policies. The committee felt that distance learners should be expected to maintain the same standards of academic honesty as residential learners and are entitled to the same opportunities for representation in the case of an alleged violation. The Honor Council should consult the university attorney for advice on due process when any unusual cases arise.

8. Could the statement and have observed no other person cheating be added to the Honor System Pledge?

The committee found that adding this statement to the pledge would increase the responsibilities placed on students. Not only would they have to attest to the fact that they themselves didn't cheat, but would also become watchdogs for any other students who might cheat. The Honor Code proposal strongly encourages students to report witnessed breaches of academic honesty, but doesn't wish to compel them to do so. Adding such a strong statement before the Honor Council has had time to establish a greater sense of honor and personal responsibility on campus could ruin the Honor Pledge's credibility. The committee feels that inclusion of either this or a similar statement could be beneficial in the future and this question should be reexamined after the Honor Code is well

established.

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December 1, 1997



**KSTATE****Kansas State University**

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To: Don Fenton, Chair, Academic Affairs Committee of Faculty Senate

From: Lawrence Rodgers, Head, Dept. of English, for the Committee to Implement  
the Proposed Program to Assist Entering Underprepared Students (PILOTS)



Date: February 13, 1998 *(Revised March 10, 1998)*

You'll recall that last semester, the Provost's PILOTS committee submitted an in-depth report containing background information and a proposal for implementing the PILOTS at-risk student program into the Kansas State curriculum. That report is attached. In that your committee felt that, with some adjustments, Faculty Senate would likely endorse the program, but that a shorter document was needed, I am submitting for your consideration a considerably less-detailed version that includes recommendations for the PILOTS program. I'm concerned that your committee's need for this version of the proposal disallows the inclusion of many details that would help clarify the program, and would ask you to make the longer report available to any faculty senate member who wants more information. As you have questions about faculty senate's implementation of the program, please contact me.

Implementation Committee Members:

Lawrence Rodgers (Committee Chair), Head, Dept. of English  
Robert Dressler, Professor of Mathematics  
Stephen Kiefer, Interim Head, Dept. of Psychology  
David Procter, Head, Dept. of Speech  
Michael Timberlake, Head, Dept. of Anthropology, Sociology and Social Work  
Judith Zivanovic, Associate Dean, Arts and Sciences  
Michael Lynch, Asst. Vice President for Institutional Advancement (ex officio)

cc: Provost James Coffman  
Dean Peter Nicholls  
Assistant Vice President Michael Lynch

# PROPOSAL TO IMPLEMENT KANSAS STATE UNIVERSITY'S AT-RISK STUDENT PROGRAM (PILOTS)

## Definition and Proposal

The following is a proposal to implement the Kansas State PILOTS program as an option within the university curriculum. To aid in permanently establishing such a program, Provost Coffman appointed an implementation committee chaired by Lawrence Rodgers, Head of the Department of English. A trial version of the program has been in-place for three years. The committee's recommendations, which follow, are summarized in the context of that ongoing trial program.

The pilots program is an attempt to address the specific needs of students with low college admissions' test scores (ACT of 18 or less). The program is a response to the Kansas Regents' mandate that 1) each Regents' Institution address the needs of academically under-prepared student without lessening standards and that 2) the program for addressing these needs be self-funded. The primary goal in putting forth this proposal has been to establish such a program, which recognizes the goal of increasing student retention and improving graduation rates, without compromising the academic integrity of any classes, any college requirements, or any degree programs at Kansas State University.

## Current Situation

The trial version of the PILOTS program has maintained enrollments hovering around 100 students. Students are admitted on a first-come basis, generally learning of the program through summer advising. The program is administered primarily through the Academic Assistant Center in Holton Hall--with input and teacher selection originating from each affected department and with Department Heads responsible for the hiring of instructors. The core of the pilots program relies on giving at-risk students the opportunity improve their overall quantitative, writing, and reading skills by taking courses that cover these areas and supplementing those courses with 2-3 hours of university experience and 2-3 hours in a communications/computer lab. A second and third tier of classes allows pilots students to take typical freshman courses with supplementary lab help. A typical first year in PILOTS looks like the following

### Fall semester

Expository Writing I	3 hrs
Intermediate Algebra	3 hrs
General Psychology	3 hrs
University Experience	3 hrs
Communications Lab	3 hrs

### Spring Semester

Public Speaking	3 hrs
Introduction to Sociology	3 hrs
Intro. to Hum. Development	3 hrs
College Algebra	3 hrs
Communications Lab	3 hrs

As a follow up to the longer PILOTS report submitted to Academic Affairs, the committee summarizes its recommendations as follows:

1. The committee believes the current structure and curriculum of the trial program provides a workable template for successful student outcome. However, the data pertaining to the program's success are not yet conclusive. Pending examination of more data, which will not be available until

the program is in place long enough to measure graduation rates among former PILOTS students, the Committee have assessed the program as one that is academically sound, but can be further strengthened in several of the following ways.

2. There should be a coordinating committee, appointed by the Provost, of five to eight faculty who oversee the program on a permanent basis. Their charge should be to maintain the academic integrity of the program through an ongoing yearly evaluation process. Academic Assistance Center is charged with keeping extensive outcome data on all program participants until they either graduate or leave Kansas State. The oversight committee will pay special attention to this data in making future recommendations about the program. The Academic Assistance Center will also track the manner in which the advent of qualified admissions influences enrollments in the program and provide pertinent information to the coordinating committee.

3. In addition to the oversight committee's yearly assessment, the program should, in four years, undergo a full, formal review, the central purpose of which will be to assess whether the program remains necessary and is successful enough to be continued.

4. Coursework to facilitate computer literacy (e.g. CIS 101, 102) should be added as a part of the core curriculum of the program.

5. Proper advising will remain crucial to the success of the program. Pilots students need to be encouraged, whenever possible, to take pilots courses, which are targeted towards their specific needs, rather than claiming transfer credit. Proper advising also allows the program to remain flexible enough to accommodate individual variations in student need (taking into account, for example, band or athletic scholarship recipients).

6. With 100 current students, the program should increase in size by only small increments. Until data conclusively demonstrate the probability of retention and/or increased graduation among the at-risk population, the program should not exceed 200 students.

7. The program's success depends on enlarging the number of participating departments. All departments that offer classes with predominantly freshman enrollment should be solicited to participate. In consultation with the oversight committee, a participating department can participate in pilots either by 1) offering special pilots sections of regularly offered courses or 2) reserving a specific percentage of spaces in a regularly offered course dedicated to pilots students.

8. The program should make an effort toward admitting a population of students who represent a random and full range of those with ACTs of 18 or below rather than admitting only on a first-come, first-serve basis.

9. Finally, the committee notes that it is very important that all departments be held financially harmless for participating in the pilots program. For current or newly participating departments, startup costs will be covered through the Provost's office. In addition, since the program staff rely on participating departments to recommend the faculty and GTAs who work with the program, the program will result in increased GTA positions and additional opportunities (DRA accounts, released salary dollars, etc.) for the faculty and departments involved in the program.



**Office of the Provost**

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27 February 1998

Dr. Lawrence R. Rodgers, Head  
Department of English  
Denison Hall

Dear Dr. Rodgers:

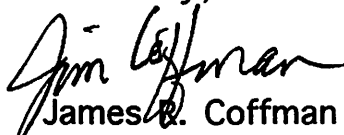
This letter is to confirm several points you made in an email message of 25 February concerning the financing of the Pilots Program.

You are correct in suggesting that participating departments will be held "financially harmless for participating in the Pilots Program." Further, you understand correctly that all start-up costs have been taken care of and that none will fall on individual departments. In addition, since the program staff rely upon the participating academic departments to recommend the faculty and GTAs who work with the program, the program will result in increased GTA positions and additional opportunities (DRA accounts, released salary dollars, etc.) for the faculty and departments involved in the Pilots Program.

If you have any other questions concerning the financing of the Pilots Program, please feel free to contact me.

With best personal regards,

Sincerely,

  
James W. Coffman  
Provost

## Classes

F50 Class schedule. The head of each department, in consultation with the faculty, prepares a schedule of classes and teaching assignments. This Class Schedule lists all courses to be offered, with hours, rooms, and if known, instructors for each section. Class schedules are available to the faculty and students prior to each enrollment period. A course not yet approved by the Faculty Senate may be listed in the class schedule but must be deleted and not taught if the Faculty Senate has not approved the course by the first day that students enroll. (FSM 4-12-77) Each departmental schedule shall provide that not more than 40 percent of total class time be scheduled for Monday, Wednesday, and Friday mornings.

*In some instances, it is appropriate to schedule common evening examinations during the regular semester for classes with multiple sections. The schedule for common mid-term examinations outside of regularly scheduled class meetings is to be submitted at the time of course scheduling. Should common evening examinations conflict with one another, a student may petition the instructor(s) of the highest numbered course(s) and schedule an alternate tie for taking the examination. If a student is unable to arrange the necessary rescheduling through the instructors, the academic dean will resolve the conflict, if all the scheduled examinations are within the same college. If the examinations are within the jurisdiction of different colleges, decisions regarding rescheduling will be made by the university provost.*

## Report of the Subcommittee on Faculty Compensation Issues

March 31, 1998

The Subcommittee on Faculty Compensation Issues met at 1:30 p.m. on March 31, 1998. Subcommittee members attending the meeting were Regent Murray Lull (Subcommittee Chair); Dr. Robert Backes; Ms. Theresa Klinkenberg; and Ray Hauke. Also attending were Dr. Stephen M. Jordan, Regent Executive Director. Major areas of Subcommittee discussion were as follows:

1. **FACULTY SALARIES.** The Subcommittee recommends that the Board embark on a program to increase faculty salaries to a level more comparable to peer and national averages.
  - a. **Employees To Be Included.** Concerns were expressed regarding inclusion of all categories, particularly administrators having salaries closer to the peer average than faculty. It was agreed that the program should be inclusive of all unclassified employees. However, at the discretion of the institutions or Board, priorities may be established for distribution once funds are received.
  - b. **Benchmarks.** The designated peer institutions should be the primary benchmark for comparison. Other sources, including national and regional averages, should be cited for purposed of advancing the notion that Kansas is behind in salaries by virtually any comparison. It must also be noted that initiatives to date have only been focused upon increasing salaries to the peer average, not to the top of peer or national benchmarks.
  - c. **Phasing The Request.** The request should have a base component, generally comparable to increases at peer institutions, plus an enhancement component. The enhancement component should seek to eliminate the deficit, compared to designated peer institutions, over a period of three years,. Given general comparability in peer related deficits, enhancement request at each institution would be an identical percentage during the first two years. During the third and final year, the request at each institution would be varied to achieve 100 percent of its peer average.
  
2. **COMPENSATION.** The Subcommittee reviewed several suggestions concerning options for improvements to the fringe benefit package available to university employees. The Subcommittee believes that the Board should advocate for creative efforts to produce a fringe benefits package of maximum benefit to university employees.
  - a. **Fringe Benefits Review.** The Subcommittee recommends that a task force be appointed to review the overall topic of fringe benefits. The fringe benefits reviewed should include health insurance, tuition waivers, and equipment available to university employees. The Task Force should report to the Budget Development and Tuition Committee within the upcoming year.
  - b. **Phased Retirement.** The Subcommittee recommends review of the limitations placed upon the number of individuals that may participate in phased retirement programs. A general perception exists that a maximum of 2 percent may participate in this program. The Subcommittee recommends a review of whether such limitations actually exist and whether a limitation should exist on participation.