

AGENDA
KSU Faculty Senate Meeting
Tuesday, November 14, 2006 3:30 pm
K-State Union, Big 12 Room

1. Call meeting to order
2. Approval of October 10, 2006 minutes
3. Honor System Report – David Allen and Helene Marcoux – **Attachment 1**
4. Reports from Standing Committees
 - A. Academic Affairs Committee – Fred Fairchild
 1. Course and Curriculum Changes
 - a. Undergraduate Education
 1. Approve the following curriculum changes approved by the College of Technology and Aviation on September 19, 2006:

Curriculum Changes:

Changes to the undergraduate catalog (page 235) degree description for the Bachelor of Science in Technology Management. (Refer to the white sheets for rationale.)

From: ~~Applicants for admission into the technology management program will be accepted on completion of a minimum of 45 K-State and/or transferable credit hours with an overall grade point average of 2.50 or above.~~

To: Technology management students take courses in the diverse areas of management, accounting, and marketing as well as other critical elements of business. The technical course work can be done in any of a number of technology areas. Technology management graduates are prepared for supervisory and management positions in a variety of technical areas, ranging from aviation and manufacturing to sales and product development.

RATIONALE: The requirement for 45 K-State hours was initiated prior to the development of a four-year degree in Computer Systems Technology offered by the Engineering Technology Department. There was concern that students would not complete their associate's degree in Engineering Technology and would transfer prematurely to the Technology Management program. This is no longer a concern since the Bachelor of Science in Computer Systems Technology is now available. The last sentence under section I., Area of technology concentration, was modified as there are cases in which certain courses considered vocational in nature, or in the nursing and medical fields, will be accepted. Business courses or not allowed as part of the technology concentration and therefore was included in this sentence.

2. Approve the following course changes approved by the College of Education on September 26, 2006:

Department of Elementary Education

MINOR COURSE MODIFICATIONS:

EDEL 379 ~~Elementary/Middle Level~~ Physical Education Methods: K-6

EDEL 420 Block A Clinical Experience: K-6

EDEL 430 Block B Practicum: K-6

EDEL 470 ~~Elementary/Middle Level~~ Science Methods: K-6

EDEL 471 ~~Elementary/Middle Level~~ Language Arts Methods: K-6

EDEL 472 ~~Elementary/Middle Level~~ Social Studies Methods: K-6

EDEL 473 ~~Elementary/Middle Level~~ Mathematics Methods: K-6

EDEL 474 ~~Elementary/Middle Level~~ Reading Methods: K-6

Rationale:

With changes in the state teaching licensure requirements, these courses no longer need to address the middle grades, only the elementary grades. Thus, the title and course descriptions have been modified to show only the elementary level.

College of Education, Dean's Office

NEW COURSE:

DED 189 Introduction to the University Honors Program (1-3) I, II Overview of the University Honors Program including directions, goals, and student requirements for completion of the program.

Rationale:

With the development of the University Honors Program, an introductory course for honors students across campus will be offered. All colleges will use the 189 course number but the prefix will be specific to their college. As presently conceived, this course will be for 1 credit hour but having it variable in the course catalog will provide us with flexibility in the future.

3. Approve the following course changes approved by the College of Human Ecology October 2, 2006:

School of Family Studies and Human Services

DROP:

FSHS 440 Human Development Facilitation

FSHS 441 Human Development Facilitation Lab

FSHS 507 Middle Childhood Lab

FSHS 508 Adolescent Lab

College of Human Ecology, Dean's Office

Change:

DHE ~~199~~ 189 Introduction to the University Honors Program

Department of Human Nutrition

Changes to prerequisites:

HN 400 Human Nutrition

- b. Graduate Education – Approve the following course and curriculum changes approved by the Graduate Council on October 3, 2006:

CHANGES:

- CS 761 Supplemental Food Animal Local Practice (Department of Clinical Sciences, Vet Med)
- Changes to the Minimum Cumulative Grade Point Average for Deficiency Courses for the Master of Landscape Architecture from 3.0 to 2.5.
- Changes to the Deficiency Courses for the Master of Landscape Architecture (please consult the Graduate Council agenda for a listing of all the courses)

NEW: (Department of Clinical Sciences, Vet Med)

CS 763 Laboratory Animal Medicine

CS 764 Beef Cattle Breeding Evaluation

CS 765 Advanced Food Animal Practice

- c. UGE update – approval not required – The following courses were approved by the UGE Council on September 29 and October 3, 2006 for continued UGE status:

AGEC 318 Food and Agribusiness Management

CHM 111 General Chemistry Laboratory

CHM 250 Chemical Principles II

CHM 351 General Organic Chemistry Lab

CHM 650	History of Chemistry
ENGL 580	Selected World Literature
GEOG 200	Human Geography
GEOG 310	Geography of Kansas
HIST 330	History of East Asian Civilization
MKTG 400	Marketing
PHILO 365	Medical Ethics
SPCH 325	Argumentation and Debate
THTRE 361	Intermediate Acting

2. Graduation additions – Approve the following graduation additions:

August 2006

Courtney Jennette Kelley – Bachelor of Science, College of Arts & Sciences
 Benjamin Vallier – Bachelor of Arts, College of Arts & Sciences

- B. Faculty Affairs Committee – Betsy Cauble
- C. Faculty Senate Committee on University Planning – Tom Herald
- D. Faculty Senate Committee on Technology – Michael North

5. Announcements

- A. Presidential announcements
- B. Faculty Senate Leadership Council
- C. Kansas Board of Regents Meeting – **Attachment 2**
- D. Report from Student Senate

6. New Business

7. For the Good of the University

8. Adjournment

ATTACHMENT 1
KANSAS STATE UNIVERSITY HONOR & INTEGRITY SYSTEM

Annual Review

*Education, Consultation, Mediation, Adjudication:
We do it all with student development in mind.**

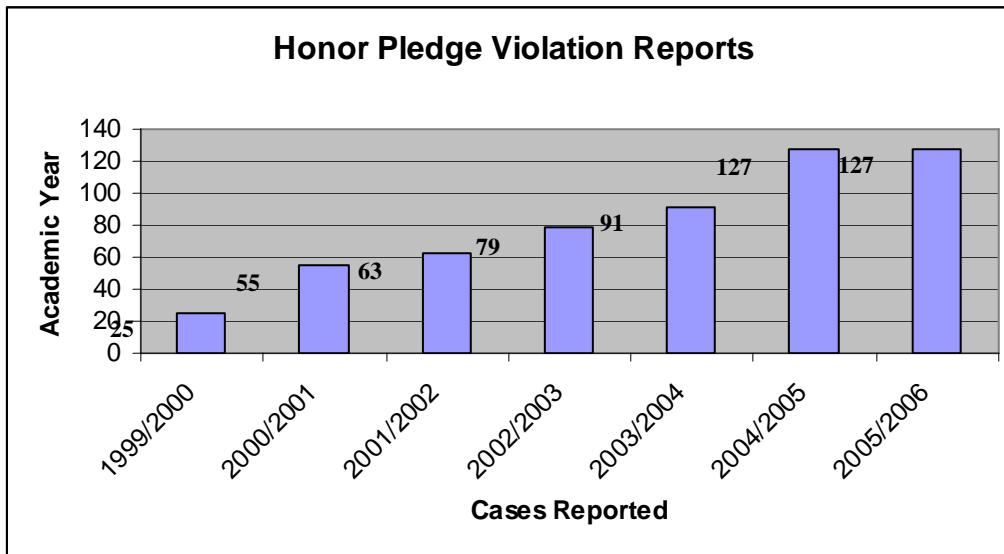
* The Honor & Integrity System motto, originated by members of the Honesty and Integrity Peer Educators (HIPE)

Article VII of the *Investigation and Adjudication Procedures* states: The Honor System Director and Associate Director prepare an annual report of the previous year's Honor System activities at the beginning of fall semester and present it to the Provost, Faculty Senate, Student Senate, Graduate Student Council and Graduate Council. Changes made to the Investigation and Adjudication Process will be presented to these same bodies for review and approval at 5-year intervals beginning in 2005. This report summarizes the activities of the Honor System for the 2005/2006 academic year.

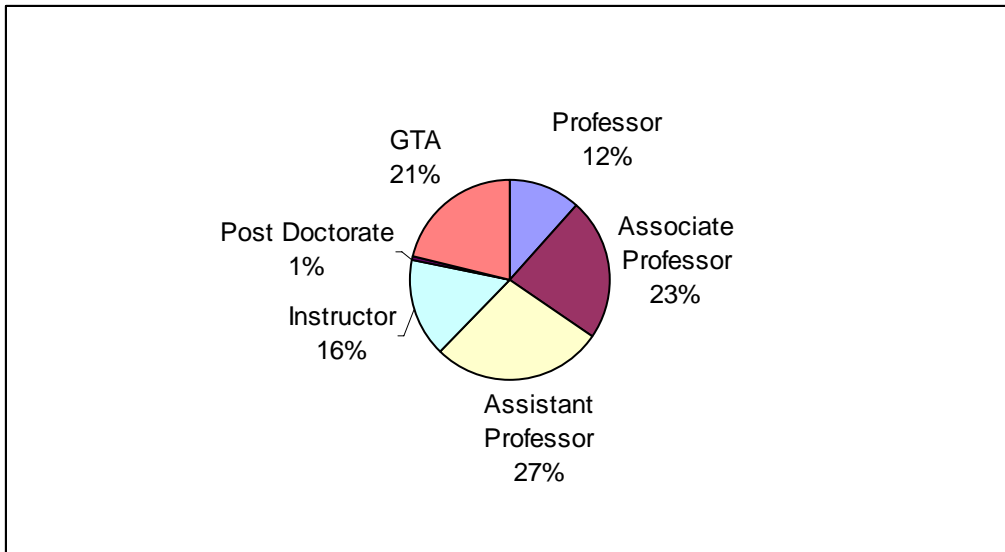
The primary purpose of the Honor & Integrity System is to promote academic integrity as a standard of expectation within the university community. With this purpose in mind, the Honor & Integrity System has sought to promote academic integrity through both education and adjudication. This report will focus upon both of those missions as well as provide an abbreviated report of the system changes occurring during the reporting period.

ADJUDICATION:

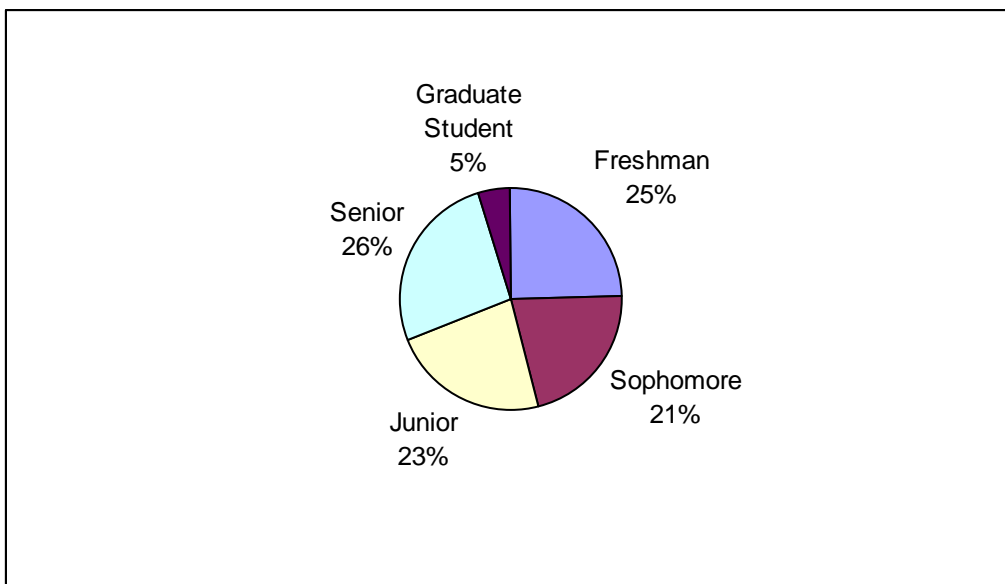
The Honor & Integrity System has processed 127 Honor Pledge Violation Reports during the reporting period. The following represents the number of cases handled by the Honor & Integrity course since its inception in 1999. Although there has been a steady increase in Honor Pledge Violations throughout the first 6 years of the system the number of cases officially reported this year was the same as the previous year. The staff in the Honor System Office did consult on approximately 25 additional cases that were not officially reported.



Honor System Violation Reports were received from all levels of teaching faculty at the university. Tenure track faculty constituted 62% of the violation reports while Instructors filed 16% of the violations. Graduate Teaching Assistants filed 21% of the reports and one report was filed by a Post Doctorate.



The violation reports identified 170 students as Alleged Violators. The chart below identifies the breakdown of student classification.



Of the 170 students reported, ten students had previous Honor Pledge Violations and only two of those had previously taken the Development and Integrity course. The Honor Council conducted 27 investigations. During the investigations phase six cases were withdrawn by the Reporter. In four of these cases the Director, acting as a mediator between the Reporter and the Alleged Violator, was able to reach an agreeable resolution without the need to continue the adjudication process. The other two cases were resolved at the department level. Three cases were dismissed by the Director of the Honor & Integrity System due to a lack of information to support an Honor Pledge Violation.

The Honor Council conducted 21 hearings during the reporting period. Ten hearings involved students who were accused of a second violation and did not contest the violations. A second uncontested violation report automatically requires a hearing to consider additional sanctions imposed by the Honor Council. Eleven hearings involved students who chose to contest the allegations made against them. In nine of these hearings the students were found to be responsible for the Honor Pledge Violation. In two of these hearings the students were found not responsible for the violations.

The first case in which a student was found not responsible involved two students who were alleged to have copied each other's assignment. One student accepted the responsibility for copying the other student's assignment. However, the Reporter believed that the second individual had knowledge of the copying and in fact was a party to the violation and should be held responsible. A hearing panel found that there was no information that supported this belief and found the student not responsible.

The second hearing was a graduate case in which a student was alleged to have plagiarized the format and content of a presentation. Following a six hour hearing, over two days, the hearing panel found that the standards or guidelines for the assignment were too ambiguous with respect to what constitutes plagiarism and that the sanction was too severe based upon the general lack of rigor in enforcing proper citation procedures for all students completing the presentation. In addition the hearing panel cited the support of the student's graduate advisor and his opinion that the project did not constitute plagiarism. The hearing panel found that the student was not responsible for the allegation.

As with past years the largest form of Honor Pledge Violations involved plagiarism (60 cases). Most of these incidents were directly linked to internet sources. However, a few cases were linked to previously used papers or projects. The second largest form of academic dishonesty involves engaging in unauthorized collaboration (57 cases) on tests, quizzes, or projects. As is the practice of the Honor Council, Investigators and Hearing Panels focused heavily on the process used to communicate expectations and guidelines to the students. In all cases information was supplied by the reporter that indicated clear instructions were provided to students regarding guidelines for collaboration. The Honor & Integrity System Office encourages all teaching faculty to provide clear and distinct instructions related to collaboration for each assignment.

Also under the heading of unauthorized collaboration is the act of copying answers from another student during a quiz, test, or class assignment. Approximately 25% of the allegations within this category involved some form of copying answers from another student's paper. An interesting point with respect to this form of violation is that none of the students who were alleged to have copied papers during test or quizzes contested the allegations.

Of the 127 cases reported five involved the submission of fraudulent information. In two cases students submitted false attendance documentation. A third case that was reported related to attendance however, in that particular case attendance was not a factor in calculating the course grade and therefore was not considered an Honor Pledge Violation. In one interesting case a student attempted to submit a completed test paper to his instructor. The student was present the night of the test but failed to submit his test. Upon leaving the classroom the student spent the next two days completing the test at home. On the third day the student wrote a note on a sheet of paper indicating that he was a faculty member whose office was located in the building in which the test had been given. In the note the student indicated that on the night of the test he had found the completed test paper lying on the floor outside of a classroom. The implication was that the professor had dropped the exam on the way out the door. The signature on the note did not match any known instructor in the building and whoever wrote the note felt it necessary to inform the instructor that the student who owned the paper was in no way in violation of the Honor Pledge. The student was sanctioned with an XF in the course and did not contest the allegation.

One additional case involved a student who attempted to steal a copy of a test booklet following the testing period. The Professor noticed the student as he was placing the test booklet into his backpack. When confronted the student denied having a test booklet. Upon examination the test booklet was found in his bag. The student indicated he had placed his notebook into his bag and must have grabbed the test as well. The student was sanctioned with an XF in the course and did not contest the allegations.

As noted above, nine cases were filed involving graduate students. Two of these cases (involving the same alleged violator) were eventually resolved outside of the Honor Council. Of the seven remaining cases, six were cases of plagiarism and five involved international students. The international students all stated that plagiarism was a foreign concept to them and they believed that they were inadequately prepared to deal with plagiarism. During my interactions with each of the involved departments I have recommended stronger efforts to provide more intensive training with regard to plagiarism for all graduate students. One department in particular has initiated a training program to establish specific guidelines for all graduate students when writing professional papers and preparing seminars.

Perhaps the most unusual graduate case involved two roommates who were alleged to have collaborated on an exam. One of the roommates was the GTA charged with grading exams for a section in which the other roommate was a student. A second GTA became suspicious when he noticed that some of the answers on the student's paper seemed to have changed. He noticed this following the realization that one of the answers on the key was incorrect. When the original paper was graded the student had the exact same answer as the original answer. However, when the paper was submitted following final grading the answer had been changed to match the revised answer key. Copies were made of the next submitted test prior to dissemination for grading. When the graded tests were resubmitted once again the answers had been changed to match the key. The student took full responsibility for changing the answers and there was no information that supported

the GTA as a party to the cheating incident. The student claimed she took her paper and the answer key from a shelf and changed the answer when the GTA was out of the house.

During the reporting period several violations were reported by students. One of these drew significant attention due to the number of potential Alleged Violators. A student reported that a user group had been created in the Facebook community and was designed for the purpose of sharing information related to the "Word of the Day". This was a word given to students during a lecture to reward students for attendance. The word was to be written on exams so that credit would be given. Due in part to the volatile nature of this form of investigation, the Director and Associate Director discussed the case with the faculty in charge of the class to discuss potential courses of action. The faculty member agreed to file an Honor Pledge Violation Report and requested an investigation. The Director and Associate Director visited the class to discuss the Honor System and answer question related to the upcoming investigation.

Based upon data collected from public access pages in Facebook, 116 students were identified as having subscribed as members of the message board. Twenty-five of these students were not in the section of the course taught by the Professor but were enrolled in a second section offered by the university. Records of posted comments indicated that six students (3 Sophomores and 3 Freshmen) either supplied information or requested information related to "The Word of the Day." The Professor sanctioned the students with an official warning from the Honor & Integrity System office.

In addition, 107 other students were identified to be members of the message board. The Case Investigators were unable to determine if any of these 107 students actually used the message board to obtain information related to "The "Word of the Day." Therefore, each of these students received a letter informing them that they received an unofficial warning by the Honor & Integrity System Office. An unofficial warning means that their names will not be entered into the database of Honor Pledge Violators but that they have been investigated for an Honor Pledge Violation. The purpose of this letter was to clearly articulate the violation that occurred and to prompt the students to use care in their future academic endeavors. The creator of the message board was sanctioned with the requirement to enroll in and successfully complete the Development and Integrity course. Lessons learned in previous large cases helped to determine how to deal with the faculty, students, and parents in this situation.

During the reporting period 22 XFs were assigned by faculty members. In addition, 53 students were required to enroll in the Development and Integrity course. In most cases Reporters chose to report violations using option 1. In this option the Reporter assigns the sanction and, if the report is contested, the Hearing Panel's authority extends only to the violation itself. This means that the Hearing Panel's sole responsibility is to decide if there is sufficient information to uphold the Honor Pledge Violation Report. Under option 2 the Reporter recommends a sanction and an investigation ensues. The Hearing Panel, in this scenario, is asked to identify sanctions for those violators that are found to be responsible. The current trend of Hearing Panels is to assign community service, in the form of working with the Honor & Integrity Peer Educators to make presentations to the campus community. This sanction has been used in one form or another in all instances of a second violation.

Reporters sanctioned Violators with a zero on assignments in 52 cases, many of these were also required to take the Development and Integrity course. Reporters sanctioned Violators with course grade caps in six instances. Additionally, no violators were suspended or expelled from the university during the reporting period. The lone exception to this being a graduate case in which the department decided to remove the student from the program following an instance of plagiarism. This decision was a departmental decision and not one that was associated with the Honor System. The Violator did not contest the allegation.

EDUCATION:

A primary goal of the Honor & Integrity System is to promote Academic Integrity through education. This education extends not only to students but to faculty as well. Dr. Helene Marcoux, Associate Director, is charged with the task of contacting teaching faculty, visiting classrooms, student groups, organizational meetings, and professional development of Honor Council members.

In addition to the above mentioned tasks, Dr. Marcoux is responsible for conducting all case reviews with Alleged Violators. During the reporting period she has conducted 168 case reviews. The time commitment needed to address this many reviews is compounded when considering the volume of email and telephone contacts needed to establish lines of communication and schedule case reviews. Case reviews take approximately 20 minutes.

The Honesty and Integrity Peer Educators (HIPE) organization has continued to be a critical component to the educational process. HIPE members conducted 54 presentations to both undergraduate and graduate students, GTAs and faculty. Dr. Marcoux, working with the HIPE organization, has established contact with new faculty members and together they have presented in many of those faculty members' classrooms. Although the exact number of students who have heard Honor System presentations is unknown, an appropriate estimate for the reporting period is in excess of 5,000. In addition we have records of presentations to 150 Graduate Teaching Assistants, and over 30 faculty members or departments. The educational role is extended to the Salina campus where on several occasions Dr. Marcoux and the HIPE members travel to Salina for presentations and professional development for Honor Council members serving on the campus.

The Kansas State University Honor & Integrity System is a nationally recognized model for a modified Honor System. This year we will present our third presentation at the International Conference for Academic Integrity. The Honor System staff regularly consults with other universities with respect to the establishment of modified Honor Systems. An Honor Code school is one that meets the following four criteria:

1. Honor Pledge
2. Student majority on the adjudicating board
3. Unproctored exams
4. Mandatory reporting

The Kansas State University Honor System operates under two of these conditions, namely the honor pledge and student majority on the adjudicating board. Our national recognition extends to the Center for Academic Integrity which promotes our system as a national model.

This past reporting year we have consulted with the following institutions of higher education:

1. Oklahoma State University
2. University of Wisconsin-Whitewater
3. Ohio University
4. Quinnipiac College
5. Northern Iowa University
6. Harrison College of Business, Southeast Missouri State University
7. Baylor University
8. James Madison University
9. Birmingham Southern College

In addition our website has been accessed by more than 70 universities during the reporting period.

ADMINISTRATIVE:

During the reporting period, the Honor System Director has worked with the past president of Faculty Senate, Tom Herald to address confusion related to the creation of the University Honors Program. The use of the word Honors in the name of this new unit created confusion with the Honor System. Following a year of deliberation and investigation, it was decided that there needed to be a distinguishing addition to the name of the Honor System to help differentiate the two entities. After careful consideration and planning the word Integrity has been added to the name. This is an identifying term associated with our office and I believe that the new name of *Honor & Integrity System* strengthens our mission and helps to clearly establish our intent. Although the name change is informal at this point, it is my hope to bring the official name change before Faculty and Student Senate in the near future for a vote of approval.

One of the tasks begun by my predecessor was to address the issue of unauthorized materials maintained within resource files in various Greek affiliated houses around campus. This issue has once again been revived based upon a case in which four students (Case #58) conspired to recreate exams following the exam reviews in class. They then placed the recreated exams in a fraternity resource file. Two years later, (Case #59) these recreated tests were used to prepare for exams in the class taught by the same instructor. Although the second case was eventually withdrawn, the problem with unauthorized material contained in these resource files still exists.

Upon consultation with Scott Jones, we arranged to meet with the new Academic Officers and Advisors for each of the members of the Greek system at Kansas State University. I was able to express my concerns that faculty members may be identifying material housed in Greek resource files as unauthorized and that underclassmen, encouraged to use the

material, are being held accountable by faculty. My goal is to work with the Greek system to put in place practices that will not set students up for potential liabilities in the future. The students agreed to meet following our discussion and are planning to continue this discussion during the current semester.

Working with Dr. Jackie Spears and an Ad Hoc committee appointed by the Provost, a revised version of the Investigation and Adjudication Procedures was created. The committee consisted of faculty, students, the university attorney, and the Director and Associate Director of the Honor System. The final version of the I&A Procedures was passed by the Honor Council in May and was approved by Faculty Senate in June. The document will be submitted to Student Senate during the fall semester. Upon approval by Student Senate the document, having passed all authorizing bodies, will replace the Interim Investigation and Adjudication Procedures.

Following this process the Director will seek approval of constitutional amendments necessitated by the revision to the I&A Procedures. During the revisions of the I&A Procedures it was discovered that several paragraphs relating to managerial aspects of the Honor & Integrity System did not belong in the I&A Procedures. These components need to be added to the constitution. This amendment has received approval by the Honor Council and will be presented to Faculty and Student Senate this semester. This should bring to closure a process that has taken nearly three years to complete. The Constitution and Investigation and Adjudication Procedures are scheduled for review by Faculty and Student Senate in 2010.

David S. Allen
Honor & Integrity System Director
October 2006

ATTACHMENT 2
Kansas Board of Regents Report

The Kansas Board of Regents met on October 18 & 19. The Council of Chief Academic Officers reported that they have not had much feedback from K-12 educators or parents in regard to the new qualified admission requirements. A public forum will be held on the issue, November 27. Recommendations for the reform of technical education in Kansas were approved by the KBOR that will be implemented over the next 3-5 years; basically, this will provide for a tighter control of funding for the technical schools, help avoid program overlap, and cause all technical schools to be affiliated or merged with a regents university or community college. The KBOR approved an amendment to FY08 Capital Improvement Requests for the new K-State Child Care Facility and approved an amendment to FY07 Rehabilitation & Repairs for the K-State Artificial Breeding Service Unit. The Board approved two requests from K-State for the naming of the Pat Roberts Biosecurity Research Facility and the General Richard Myers Military Science Building. We heard a presentation from Roger Benjamin and Marc Chun of Collegiate Learning Assessment on assessment of learner outcomes. This company's product is being used in limited tests by two Regents' institutions; COCOA and the Council of Faculty Senate Presidents (COFSP) had many questions and concerns about the CLA tests. The COFSP will be asking their respective senates to help the Regents with resolutions to support the request for \$700 million for deferred maintenance.