



# Faculty Senate Archives

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Faculty Senate

Academic year 2017-2018

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## Volume XXXI

### Agenda and Minutes of the Meeting of April 23, 2018

# Agenda for Faculty Senate

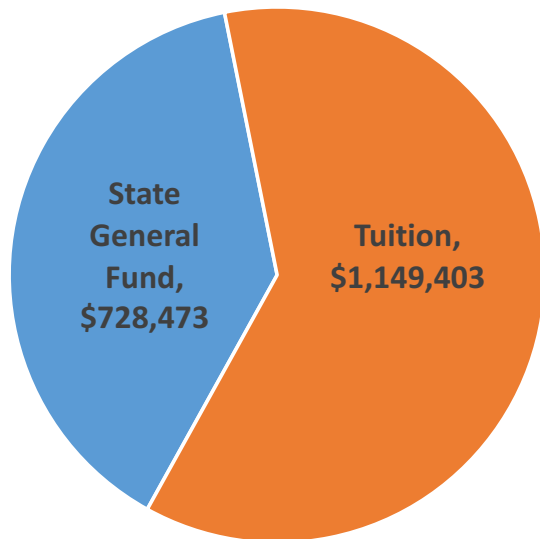
**23 April 2018**

- Calling the Meeting to Order
- Informal Statements and Proposals
- Approval of the Minutes - [9 April 2018](#)
- President's Report
  - Online Course change proposal system
  - Budget Advisory Council - [updated report](#)
- Committee Reports
  - Provost search committee update - Betty Smith Campbell, Co-Chair
  - Rules
  - Faculty compensation committee
  - Revisions committee - Honors rep: Roy Myose; Student rep: Shelby Rowell; Advisors (ex officio); Registrar (ex officio)
  - John Jones - [Accessibility committee report and proposal](#)
- Old Business
  - [FYS proposal](#) - 2nd reading  
Recommendation that the pilot proposal from 2015 (linked above) be adopted as a required component of the curriculum for incoming freshmen starting in Fall 2019. [Supporting Documents](#)
  - Academic Honesty policy - 2nd reading
    - [2.17 Policy](#)
    - [Procedures](#)
    - [Flow chart diagram](#)
- New Business
  - Bobby Gandu, Admission - [Update on Qualified Admission](#) (KBOR)
- [Attendance](#)
- As May Arise

# PRELIMINARY GU FY '19 REVENUE ESTIMATES

***New GU Revenue*** collections estimated at ***\$1.9 million***

New GU Revenue Estimates



## **State General Fund – General Operating Allocation - \$728 Thousand**

- **\$728K** Restoration of 0.8% of 3.8% FY '17 Reduction (\$524K) and Benefit Increases Excluding Health (\$204K). Pending Legislative Approval.

- **Significant State Budget Considerations**

- K-12 Funding Solution

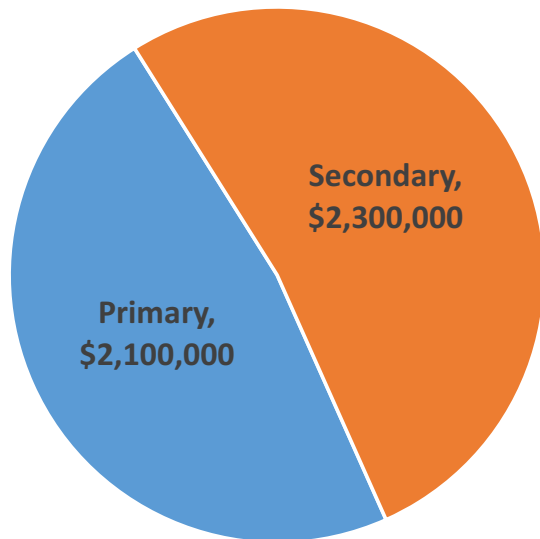
## **Tuition - \$1.2 Million**

- **\$2.2M** Tuition Rate Increase (Example Only @ 2.5%, Recommendations to KBOR Submitted in Late April/May)
- **\$64K** Bachelor of Applied Sciences (pending KBOR approval)
- **(\$1.1M)** Tuition Re-Alignment (estimated tuition shortfall in FY '18 due to International credit hours carried forward in FY '19 – cash draw in FY '18).
- **\$0** Base Credit Hour Revenue Growth (for conservative budgeting, we do not traditionally estimate credit hour growth)
  - Each 1% Increase in Total Annual Credit Hours and/or the Tuition Rate Equals Approx. \$874K in Revenue (assuming type of student remains constant)

# PRELIMINARY GU FY '19 BUDGET CONSIDERATIONS

**Funding all listed new expenditures would require new revenue/reallocations of \$4.4 million**

Pending Considerations by Broad Category



## Internal Reallocations

- **\$1.4M** 2.5% Increase for Faculty and Staff Not Receiving Legislature's FY '18 Mandated Increase
- **\$500K** Promotions for Non-Tenure Track Faculty\*
- **\$307K** Centers Funding

## New Expenditures

### Primary - \$2.1 Million

- **Compensation & Benefits**
  - **\$182K** Promotions in Academic Rank & Tenure (M)
  - **\$742K** Employer Health Benefit Rate Increases (M)
  - **\$204K** Death & Disability Benefit Restoration (M)
  - **\$196K** Other Benefits (M)
- **Operating Needs**
  - **\$110K** Estimated Utility Rate Increases (M)
  - **\$290K** Retention Coaches (M)
  - **\$68K** EAB Enrollment Services – Multiyear Contract (M)
  - **\$110K** KanREN Internet & Networking (M)
  - **\$203K** Institutional Equity and Compliance (M)

### Secondary - \$2.3 Million

- **Compensation**
    - **\$1.2M** Compression/Compensation Equity\*
  - **Operating Needs**
    - **\$400K** Latinx Cluster Hire
    - **\$110K** Implement 27<sup>th</sup> Pay Period Reserve
    - **\$181K** Employee & Dep./Spouse Tuition Assistance
    - **\$400K** Time & Attendance Initiative
    - **\$????** Other Operating/Equipment/Capital Needs
- (M) Mandatory \* Preliminary Estimate

# Accessibility Notes for the Faculty Senate

Last fall a small, ad-hoc committee of faculty was created to look at and address accessibility and faculty concerns about academic freedom and available resources.

## Faculty Senate Accessible Resources Committee

**Members:** Mara Alagic, Whitney Bailey, George Dehner, Nils Hakansson, Laura Prahm, Jeff Pulaski, Linnea Glenmaye, John Jones

The committee met monthly over the course of the year to discuss a faculty position on accessibility in textbooks and publisher resources, as well as other topics related to accessible texts and promoting accessible instruction.

The committee was an exceptionally useful resource for the accessibility effort, and provided valuable input on several projects.

At this point we have three things to report to the Faculty Senate:

1. Accessible Textbooks and resources statement
2. Data Gathering on the accessibility of textbooks
3. Accessibility self-evaluation check-list.

## Faculty Senate Statement on Accessibility

The committee worked over several meetings, with several drafts, and has produced this statement that we would like to be ratified and adopted by the full faculty senate. (Attached as a separate Sheet)

## Data Gathering on the accessibility of textbooks

The committee talked through a wide variety of options and methods for gathering data on the accessibility of textbooks (and associated resources) being used in classes.

After several false starts and a lot of discussion, we have established a plan that will engage the university in the collection of that data when books are adopted for classes. This will result in the smallest possible impact on instructional staff, depending upon how individual departments adopt textbooks and will allow us to gather the necessary data institution-wide.

This does require work with the company that provides the book adoption and inventory system – the bookstore is working with them at the moment, and we will come back to share the results of that effort when the time comes.

## Accessibility Self-Evaluation Checklist

At this time, outside of WSU Tech, there is no plan or process for auditing the accessibility of our courses. Individual faculty may wish to evaluate their own course.

Before fall 2018 we will produce and make available a rubric for a self-assessment that will allow instructors to take a guided look at their own courses.

## Requested Actions from Faculty Senate

We request that the Faculty Senate take these items under consideration:

1. Please review and endorse the Faculty Statement on Accessibility
2. Please consider the creation of a permanent subcommittee on accessibility, or adding accessibility to the portfolio of the Diversity Committee that is under consideration.

## Accessibility progress across campus

A lot of work has been done, but if you're not on the accessibility committee you probably have not heard about much of it. (The AC now has 4 active faculty on it, and more are welcome)

### Completed or in flight:

- Formed an Accessibility Committee – Remediation first, then addressing the agreement
- Appoint a Coordinator (Originally Deltha Colvin, now Molly Gordon)
- Hire an Adaptive Technology Specialist (Kent Willis)
- Hire an Educational Accessibility Technician (Michael Cole)
- Writing policies (two new policies and clarifications to one more)
- New University Website (will land in Summer of 2018)
- New Training for all staff, and additional, in-depth training for instructional staff
- Electronic and Information Technology (EIT) Audit
- Remediation plans for the EIT audit items
- Blackboard Ally in pilot, will be live for all Blackboard Classes for the Summer
- Developed standards for F2F instruction
- Working with Faculty Senate on Textbooks and publisher resources
- Making Physical Spaces accessible – Pizza Hut, RSC, Menus and so on
- Developing resources and skills to share with campus

## Faculty Senate Statement on Accessibility (Proposed)

The Faculty at Wichita State University are committed to providing the highest quality instruction for all students. As a part of that commitment, we make continual efforts to seek new information and methods to teach in our subject areas.

Instructional content at WSU is the responsibility of the faculty teaching each individual course; the accessibility of that content is also the responsibility of that faculty, and as we do many other critical issues, we will take accessibility into account as we consider textbooks, resources, and tools for our classes. Accessibility is not the only consideration when choosing a text, but we understand its importance to our students, and we are committed to making accessible choices when they are available and the choice does not have a negative impact on the quality of the course in other ways.

We will discuss the need for accessibility with publishers when we have the opportunity.

We will learn what we can about accessible instruction – both in general as it is being made available by the university, and from other leaders in our fields of study.

*Drafted by the Faculty Senate Accessibility Resources Committee.*

*George Dehner, Nils Hakansson, Mara Alagic, Jeff Pulaski, Linnea Glenmaye, Laura Prahm, Whitney Bailey, John Jones*

## Summary of the WSU/NFB Resolution Agreement

On July 29, 2016, Wichita State entered into an agreement with the National Federation of the Blind. In this document, the university agreed to the following things:

- Hire or designate an Accessibility Coordinator and an Accessible Technology Specialist.
- Adopt or revise and disseminate policies regarding:
  - discrimination
  - procurement and implementation of accessible technologies
  - timely accommodation whether anticipated or not
  - affordance of opportunity for blind students
  - the role of Disability Services as a liaison with the university community
  - the role of Disability Services as the main point of contact for Americans with Disabilities Act (ADA) compliance issues for students
  - developing a grievance process for vision related disability issues
- Train students on WSU services, the ADA, and other topics, and train instructional staff these issues as well as on common methods used to produce accessible materials. WSU also agreed to make and keep records of all attendees to these trainings.
- Audit all student-facing electronic and information technologies (EIT) including any student-facing websites, LMS's and all technology used, or provided for use by, students on the WSU campus. Within three years of the audit, make all inaccessible EIT accessible to the blind.
- By July 29, 2020 all instructional materials, co-curricular materials, and electronic and information technologies used in connection with any WSU course offering as well as all online courses will be accessible to blind individuals at the same time they are available to any other student enrolled in that program.
- Provide print textbooks in the alternate accessible format requested by a blind student, including Braille and tactile graphics, in a timely manner.
- Ensure that WSU's public website is accessible to blind users in accordance with WCAG 2.0 level AA standards.

It is important to note that the term "blind" is defined broadly as including, "all persons who have a vision-related disability that requires the use of alternative techniques or assistive technology to access visual information." "Accessible" is defined as, "blind individuals are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as non-blind individuals, with substantially equivalent ease of use." "Accessibility standards" and "accessibility requirements and norms" are specifically defined to include at least ten categories of standards, and plus the ADA and Section 504 of the 1973 Rehabilitation Act.



## Proposal for a First-Year Seminar at WSU

### **Rationale**

Missing from the WSU first-year experience is a required common experience that engages student in meaningful relationships with their peers, faculty, and the campus community. Seminars of this type are meant to engage students in intellectual discourse in small classes taught by faculty, who have a deep subject matter knowledge and a passion for a topic.

First-year seminars:

- Connect students to a subject matter that is academically engaging and challenging.
- Feature topics that often take an interdisciplinary approach to subject material.
- Provide an opportunity for faculty members to engage with a small group of students (limited to no more than 20 students) in the context of a subject that is personally and professionally meaningful.
- Expose students to a supportive campus environment and building community
- Fulfill a general education curriculum requirement
- Meet the general education goals and outcomes

### **Component of the General Education Program**

All freshmen (i.e., native freshmen or students who have completed less than 24 hours) will be required to take one first-year seminar as a part of Tier 2 (introductory courses in the discipline) of the general education program. Therefore, one of the 7 courses will be a first-year seminar and should be taken in the first 30 hours. First-year seminar courses offered in all colleges will be designated in either the fine arts/humanities, social/behavioral sciences, or mathematics and natural sciences division.

### **The First-Year Seminar Course**

One objective of the first-year seminar is to introduce first-year students to our faculty members from all colleges and the various majors they represent. Thus, tenured and tenure-track faculty from all colleges are strongly encouraged to offer a section. However, fulltime instructors and professors emeriti are also eligible to participate. Seminar design should emphasize themes not covered in current General Education courses, and should prioritize student contributions and peer-to peer interactions. These could include, but are not limited to, topics with contemporary societal relevance.

- The majority of the course will be topic specific (as identified by the instructor – see attached syllabus template )
- Items addressing information literacy, time management, note taking, test taking, personal finance, learning styles, campus resources, campus traditions and culture, and the value of student involvement will be infused as appropriate (see attached syllabus template)
- Peer mentoring will be available as an option

Upon completion of a first-year seminar, a student will have achieved the following learning outcomes:

- Acquired knowledge in the arts, humanities, and/or natural and social sciences
- Demonstrated the ability to think critically and independently
- Effectively write and speak
- Employed analytical reasoning and problem solving techniques
- Developed fundamentals of information literacy and library research
- Developed an appreciation for diversity

First-year seminars will be assessed through the AAC&U writing rubric; National Survey of Student Engagement

### **Course Development**

Faculty will propose seminar courses and route it through the regular curriculum change process. Each seminar will receive:

- The first time the course is offered:
  - \$1,500 in development funding
  - \$2,500 to teach the course (or the minimum rate established in each college)
- Subsequent offerings
  - \$2,500 to teach the course (or the minimum rate established in each college)
- Departments may use these funds to replace lost teaching (due to a faculty member offering the seminar as part of her/his regular teaching load). Or, the faculty member may receive the \$2,500 if s/he is teaching the course as an overload. The stipend would be prorated in the event of team-taught courses.

### **Monitoring**

In an effort to assure that the original intent of the first-year seminar remains in place, the General Education Committee will annually review the following and make recommendations on its continuance:

- Number of sections each semester
- Enrollment of each section
- Faculty category distribution assigned to teach the course
- Financial resources to support the first-year seminar program

Approved by the General Education Committee on October 26, 2015 and the Faculty Senate on December 7, 2015

## 2.17/Student Academic Integrity

### I. Purpose

To set forth the expectations for the responsible acquisition, discovery, and application of knowledge by students at Wichita State University, including the ethical use of information resources, and to ensure the integrity of academic credit and degrees conferred by the University.

### II. Philosophy

Wichita State University is committed to the ethical pursuit of knowledge. In order to ensure the integrity of faculty evaluation of students, all members of the University community share responsibility for ensuring that students have demonstrated successful mastery of the learning objectives for each academic activity. By conferring a degree, Wichita State University is assuring the general public that the student has successfully met all requirements for graduation, including meeting the learning objectives for each academic activity. Indifference to academic misconduct is not a neutral act—failure to confront and or deter such behaviors will reinforce, perpetuate, and increase the prevalence of academic misconduct in the University community.

Students are expected to complete independent, original work for each academic activity unless otherwise specified by the instructor. Students should seek clarification when in doubt. Instructors are required to communicate their expectations regarding academic integrity; including, but not limited to, collaboration, information sharing, and conducting ethical research. All syllabi must contain a section that includes information on the Student Academic Misconduct policy. Additionally, instructors are expected to adhere to the policy pertaining to the reporting and resolution of alleged violations of the Student Academic Misconduct policy.

### III. Prohibited Conduct

As members of the University community, all students, student groups, and student organizations are expected to display respect for the rights of themselves and others and to be accountable for their behavior. Lack of familiarity with University policy is not a defense to a violation of this policy. Unless specifically noted in the policy definition, intent is not a required element to establish a policy violation.

Academic misconduct includes a broad range of infractions. The following list, while not comprehensive, provides examples of actions that violate the expectations for the responsible acquisition, discovery, and application of knowledge by students at Wichita State University:

- A. Plagiarism – Representing the words, ideas, graphics, or any portion of another’s work, whether published or unpublished, as one’s own and/or without appropriate and/or accurate citation/attribution
- B. Unauthorized Use or Possession of Materials or Resources – Using or possessing any materials or resources during an academic activity without the express permission of, or in a manner that is inconsistent with the express permission of, the faculty member. Unauthorized use of materials or resources includes, but is not limited to, any electronic device; course textbooks, articles, cheat sheets, other print sources; and/or looking at another individual’s current or previous academic work. This includes submission of materials that were purchased or otherwise obtained by an outside or commercial source (e.g. ghostwriting or pay-for-paper services).

- C. Unauthorized Collaboration or Consultation – Collaborating or consulting with another individual or group during an academic activity without the express permission of the faculty member.
- D. Fabrication, Falsification, or Misrepresentation of Information – Providing fabricated or falsified information or misrepresenting information in an academic activity or related to academic attendance or other academic requirements.
- E. Academic Interference – Engaging in any behavior or taking any material(s) for the purpose of interfering with an academic activity. Academic Interference includes, but is not limited to:
  - 1. removing, concealing, damaging, destroying, or stealing materials or resources that are necessary to complete or perform an academic activity;
  - 2. tampering with another person or group’s work; and/or
  - 3. interfering with another student’s academic performance.
- F. Unauthorized Resubmission – Submitting an academic activity which has been previously submitted for credit, publication, or presentation without authorization from the faculty member to which the submission is made. This provision also applies when repeating a course, regardless of whether or not a grade was awarded for the previous enrollment period.
- G. Facilitation of Academic Misconduct – Engaging in behavior that facilitates another person or group’s ability to engage in or causes another person or group to engage in academic misconduct, including but not limited to providing another student with a copy of the student’s work and/or access to unauthorized materials or resources, or forcing or coercing another student to complete academic work on behalf of another.
- H. Bribery – Offering, giving, receiving, or soliciting any funds, goods, services, or anything else of value in exchange for an academic advantage for any student.
- I. Unauthorized Sale, Distribution, or Receipt of Academic Materials – Buying, selling, receiving, or distributing academic materials without the express permission of the faculty member including, but not limited to previous assessments, study guides, solutions manuals, lecture slides, or any other form of intellectual property. This includes, but is not limited to, providing academic materials to crowdsourced digital databases and web platforms.
- J. Research misconduct as identified in Policy 9.13/Misconduct in Research. Alleged violations of research misconduct will be resolved through policy 9.13. Academic sanctions can be made when said research misconduct overlaps academics.

#### **IV. Reporting, Procedures and Appeals**

Any individual with a good faith basis for believing a student has violated this policy is encouraged to report the alleged violation to the faculty member responsible for the course and the Office of Student Conduct and Community Standards. When a faculty member has reasonable, good faith belief that a student has committed academic misconduct, that faculty member has the discretion to assign a sanction, including academic sanctions (e.g., failing grade on the assignment or failing grade for the course) or educational sanctions (e.g., plagiarism training or reflection activities). Any faculty member imposing a sanction against a student for a violation of this policy must report the violation to the Office of Student Conduct and Community Standards to ensure due process. In order to identify habitual offenders, faculty members are encouraged to report all alleged Academic Integrity violations to the Office of Student Conduct and Community Standards, even when the faculty member chooses not to sanction a student for violations of this policy, or if the violation was resolved without an academic sanction.

Students who disagree with the sanction imposed by the instructor may request a hearing by the Academic Integrity Committee. The Academic Integrity Committee will hold a hearing to review the evidence to determine if a violation occurred, and if so, if the sanction is appropriate.

The Office of Student Conduct and Community Standards will maintain a record of all reported incidents of Academic Misconduct. In some cases (e.g., repeat offenders or egregious offenses), the Office of Student Conduct and Community Standards may determine that additional sanctions, including disciplinary sanctions, are appropriate. In these instances, the Academic Integrity Committee will hold a hearing to review the evidence and determine if additional sanctions are appropriate. The Academic Integrity Committee may consider previously documented violations, regardless of outcome, along with the current incident and the possibility of additional sanctions.

Following notification of the outcome of their case, a Respondent may submit one appeal request within the University's process as outlined in the Student Academic Integrity Process Procedures. The presumption is that the investigation and decision processes were appropriately conducted and the burden is on the individual requesting the appeal to prove that the appeal has merit. Appellate reviews will be limited in scope and must focus on procedural issues or presenting new information not previously available at the time of the Academic Integrity Committee hearing.

#### **V. Sanctions**

Potential sanctions include educational, academic, and disciplinary. Educational sanctions could include required training related to the misconduct. Academic sanctions could include additional academic requirements and/or assignment/course grade reduction. In cases where egregious and/or repeat offenses are found to have occurred, disciplinary actions such as probation, suspension, or expulsion are possible. See Section XX of the Student Academic Integrity Process Procedures for more details.

#### **VI. Jurisdiction**

This policy applies to behavior that is committed by:

1. a University student, student group, or student organization;
2. an applicant who becomes a student, for alleged violation(s) committed as part of the application process; or
3. an individual who has transferred, graduated, been academically disqualified, or expelled from the University for alleged violation(s) committed prior to separation from the University.

This policy may be applied to any academic activity conducted on campus or elsewhere. Scholarly research is considered an academic activity, which may or may not be related to a specific course. This additionally includes behavior conducted online, via e-mail or through other electronic media. Wichita State University may take action if an alleged violation of this policy is brought to the attention of University officials.

#### **VII. Definitions**

For purposes of this policy, the following terms have the definitions provided below. Please note that some of these terms may have different meanings in other contexts.

**Academic Activity** – any draft, assignment, assessment, examination, project, applied learning (e.g. internships, co-ops, practicums, field experiences or trips, clinical experiences, or student teaching), research, publication, presentation, or other activity that is completed, submitted, and/or required to fulfill course or degree requirements or obtain a specific distinction, or is conducted in conjunction with an academic program or course.

**Academic Integrity Committee** – A panel of five (5) individuals comprised of three (3) faculty appointed by the Faculty Senate and two (2) students from the Student Conduct Board. The Committee is responsible for determining whether or not the Respondent(s) violated this policy and appropriate sanction(s) (if applicable). One (1) panelist will serve as the Committee Chairperson, selected by the Committee Advisor.

**Advisor** – an individual selected by a Respondent to assist the Respondent throughout the student academic integrity process including, but not limited to, a parent, friend, faculty member, advocate, or legal counsel. An advisor may advise and assist the Respondent in preparation for any meetings, interviews, or hearings that may occur; accompany the Respondent through all process meetings, interviews, or hearings; or assist the Respondent in preparing an appeal. An advisor may not participate in the student academic integrity process in any other capacity in reference to the same incident, including, but not limited to, serving as a Witness or Co-Respondent. Advisors may not directly participate, speak, comment, or make any type of representation or argument on behalf of a Respondent in any aspect of the student academic integrity process including, but not limited to: meetings, interviews, or hearings. The availability of an Advisor to attend a student academic integrity process meeting, interview, or hearing shall not unreasonably interfere with or delay the proceedings.

**Appeals Committee (graduate)** – the Associate Vice President for Student Affairs (or designee) and the Dean of the Graduate School (or designee)

**Appeals Committee (undergraduate)** – the Associate Vice President for Student Affairs (or designee) and either the dean of the academic college in which the violation occurred or the dean of the academic college for the student’s academic major depending upon the nature of the appeal

**Faculty Member** – any member of the University community who has responsibility for classroom or other teaching activities, mentoring, or academic evaluation of a student. This includes, but is not limited to, instructors, researchers, applied learning supervisors, teaching assistants, research assistants, graduate assistants, lab assistants, and course directors.

**Respondent** – any student, student group, or student organization who has been accused of or reported for allegedly violating University policy. There may be more than one respondent for an incident. In incidents involving student groups or organizations, the president, director, team captain, or other member of student leadership will participate in the student academic integrity process on behalf of the group or organization. Student groups and organizations may not be represented by non-students, alumni, inactive members, or coaches in the student academic integrity process; however, such individuals may be selected by a student group or organization to serve in the role of Advisor in the student academic integrity process.

**Student** – any individual who has been notified of admission to the University; is enrolled in, auditing, or participating in any University course or program; is assigned a space in a University

owned or managed housing facility; or has a continuing relationship with the University. This includes, but is not limited to, Orientation, Intensive English, National Student Exchange, and Study Abroad. An individual is considered a student until they notify the University they are no longer a student, or the University informs them that they are no longer a student for reasons including, but not limited to, transfer, graduation, academic disqualification, or expulsion. An individual who has been suspended is still considered a student during the suspension period. Students who leave the University before an academic integrity complaint is resolved may be prohibited from future enrollment and/or accessing University records until the matter is resolved.

**Student Group** – any number of persons who are associated with the University and each other, but who have not registered, or are not required to register, as a student organization that conducts business or participates in University-related activities. Student groups include, but are not limited to, Student Government Association, Student Activities Council, musical or theatrical ensembles, sport clubs, or intercollegiate or independent varsity athletic teams.

**Student Organization** – any student-led organization that has been approved and is recognized by the Student Government Association.

**University** – Wichita State University (WSU) and its affiliates.

**University Business Day** – refers to any day the University is open for official business (usually Monday through Friday, not including University breaks or holidays)

**University Official** – any individual employed by the University, acting within the scope of their employment including, but not limited to, faculty, staff, Resident Assistants, Intramural Officials, law enforcement officers, or facility managers

**University Policy** – any written guidelines of the University or the Kansas Board of Regents as found in, but not limited to, the *Housing and Residence Life Handbook*, *Graduate/Undergraduate Catalogs*, *Student Organization & Advisor Handbook*, *WSU Policies and Procedures Manual*, *Library Facilities Policy*, *Board of Regents policies*, *Traffic Regulations*, and/or *Intramural Sports Handbook*

**University Premises** – any land, building, facilities, vehicles, and other property in the possession of, owned, used, leased, or otherwise controlled by the University and/or its affiliates

**Witness** – individual who is requested to participate in an investigation or a hearing because that individual may have information about the alleged misconduct. Witness names may be provided by the Respondent or others with knowledge of the matter

## **VIII. Interpretation and Revision**

- A. Any question of implementation/application of this policy should be referred to the Provost or their designee for final determination.
- B. This policy shall be reviewed a minimum of every three (3) years under the direction of the Provost.
- C. The Provost is responsible for notifying the University community of substantial changes to this policy.

**IX. Acknowledgements**

Similar policies and/or procedure documents from the following universities informed the content of this document: Florida State University, Texas A&M University, University of Florida, University of Illinois-Springfield, and University of Nevada, Las Vegas. Wichita State University wishes to acknowledge them for their example, inspiration, and assistance in developing this policy.

DRAFT



## Student Academic Integrity Process Procedures

### I. Purpose

The Student Conduct and Community Standards Procedures outline how the University will proceed once it is made aware of possible academic misconduct by a student, student group, or student organization in keeping with institutional values and to meet the University's legal obligations. This process will be used to resolve alleged misconduct violations of policy 2.17/Student Academic Integrity in a prompt, thorough, reliable, fair, and impartial manner.

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For purposes of this policy, the following terms have the definitions provided below. Please note that some of these terms may have different meanings in other contexts.

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**Academic Integrity Appeals Committee (graduate)** – the Associate Vice President for Student Affairs (or designee) and the Dean of the Graduate School (or designee)

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**Faculty Member** – any member of the University community who has responsibility for classroom or other teaching activities, mentoring, or academic evaluation of a student. This includes, but is not limited to, instructors, researchers, applied learning supervisors, teaching assistants, research assistants, graduate assistants, lab assistants, and course directors.

**Respondent** – any student, student group, or student organization who has been accused of or reported for allegedly violating University policy. There may be more than one respondent for an incident. In incidents involving student groups or organizations, the president, director, team captain, or other member of student leadership will participate in the student academic integrity process on behalf of the group or organization. Student groups and organizations may not be represented by non-students, alumni, inactive members, or coaches in the student academic integrity process; however, such individuals may be selected by a student group or organization to serve in the role of Advisor in the student academic integrity process.

**Student** – any individual who has been notified of admission to the University; is enrolled in, auditing, or participating in any University course or program; is assigned a space in a University owned or managed housing facility; or has a continuing relationship with the University. This includes, but is not limited to, Orientation, Intensive English, National Student Exchange, and Study Abroad. An individual is considered a student until they notify the University they are no longer a student or the University informs them that they are no longer a student for reasons including, but not limited to, transfer, graduation, academic disqualification, or expulsion. An individual who has been suspended is still considered a student during the suspension period. Students who leave the University before an academic integrity complaint is resolved may be prohibited from future enrollment and/or accessing University records until the matter is resolved.

**Student Group** – any number of persons who are associated with the University and each other, but who have not registered, or are not required to register, as a student organization that conducts business or participates in University-related activities. Student groups include, but are not limited to, Student Government Association, Student Activities Council, musical or theatrical ensembles, sport clubs, or intercollegiate or independent varsity athletic teams.

**Student Organization** – any student-led organization that has been approved and is recognized by the Student Government Association.

**University** – Wichita State University (WSU) and its affiliates.

**University Business Day** – refers to any day the University is open for official business (usually Monday through Friday, not including University breaks or holidays)

**University Official** – any individual employed by the University, acting within the scope of their employment including, but not limited to, faculty, staff, Resident Assistants, Intramural Officials, law enforcement officers, or facility managers

**University Policy** – any written guidelines of the University or the Kansas Board of Regents as found in, but not limited to, the *Housing and Residence Life Handbook*, *Graduate/Undergraduate Catalogs*, *Student Organization & Advisor Handbook*, *WSU Policies and Procedures Manual*, *Library Facilities Policy*, *Board of Regents policies*, *Traffic Regulations*, and/or *Intramural Sports Handbook*

**University Premises** – any land, building, facilities, vehicles, and other property in the possession of, owned, used, leased, or otherwise controlled by the University and/or its affiliates

**Witness** – individual who is requested to participate in an investigation or a hearing because that individual may have information about the alleged misconduct. Witness names may be provided by the Respondent or others with knowledge of the matter

### **III. Student, Student Group, and Student Organization Rights**

- A. All respondents shall be entitled to the same rights in all investigations and resolution processes relating to reports of alleged violations of the Student Academic Integrity policy.
- B. All respondents shall be presumed not to have violated the Student Academic Integrity policy unless it is proven that it is more likely than not that a violation has occurred.
- C. All respondents will be advised of their rights, in writing, during their first meeting with the Director of Student Conduct and Community Standards & Community Standards or designee.
- D. All respondents have the right to:
  - 1. Be notified of the alleged violation(s) of University policy;
  - 2. Be provided advanced notice of all meetings in which they are requested or entitled to participate and be notified of the purpose of those meetings;
  - 3. Be accompanied by an Advisor of the respondent's choice throughout the investigation and resolution process;
  - 4. Request reasonable accommodations from the Office of Disability Services or the Office of Human Resources (for employees) in order to ensure full and equitable participation in the investigation and resolution process;
  - 5. Be informed of the available resolution options;
  - 6. Be informed of campus and community resources available for support and assistance;
  - 7. Submit information, including the names of witnesses, for consideration in the investigation;
  - 8. Be informed of all parties contacted to participate in the investigation and their relation to the alleged misconduct;
  - 9. Review, after any required redaction, all information to be considered in determining the outcome of the case upon request by scheduling an appointment with the Director of Student Conduct and Community Standards & Community Standards or designee;
  - 10. Choose to provide or not to provide a statement or respond to questions during the investigation and resolution process;
  - 11. Submit a written impact statement to be considered before a decision on consequences (if applicable) is rendered; and
  - 12. Request one appeal within the University's process.
- E. Any respondent may elect to waive any of the aforementioned rights so long as the waiver is communicated in writing.

### **IV. Student, Student Group, and Student Organization Responsibilities**

All respondents and witnesses who are members of the University community have the following

responsibilities relating to all investigations and resolution processes related to reports of alleged Code of Conduct violations:

A. Honesty

All participants are expected to be honest and forthright in all communication relating to the investigation and resolution of allegations of misconduct. Providing false or misleading information is a violation of University policy and may result in additional charges under policy 8.05/Student Code of Conduct or other applicable University policy.

B. Communication and Responsiveness

The University uses @shockers.wichita.edu e-mail addresses as its formal means of communication with students and @wichita.edu for employees. Communication regarding an investigation and/or resolution process is deemed given when sent to an official @shockers.wichita.edu e-mail address. Students and employees are responsible for checking their University e-mail and responding to all requests for information or other responses within a timely manner. Failure to respond or appear by a given deadline may result in the process proceeding in an individual's absence. Decisions will be made on the information that is available at the time the decision is made.

C. Preparation

All respondents and witnesses are responsible for adequately preparing themselves for investigation and resolution meetings, including reviewing applicable University policies and procedures. Students, student groups, and student organizations are also responsible for ensuring that their Advisor is familiar with the appropriate policies and procedures. Failure to adequately prepare for a scheduled meeting will not be reason for delaying the meeting or other proceedings.

D. Adhere to Process

Respondents are to refrain from disrupting the orderly process of the investigation and resolution process for alleged violations of University policy. No individual, student group, or student organization involved in the process other than the investigator, Committee Advisor, or Committee chairperson may audio or video record any investigation or resolution meetings or other portions of the process. Any individual, student group, or student organization deemed to be disruptive may be removed from a meeting and/or charged with violating policy 8.05/Student Code of Conduct.

**V. Reporting, Review, and Appeal Procedures**

The process used to report alleged infractions, investigate, and assign sanctions (if warranted) are summarized in the attached flowchart. All allegations of academic misconduct must be done in good faith, and the subsequent investigation and follow-up review(s) must be done in a timely manner, typically within 30 days of the initial report. However, there are instances when this timeframe simply cannot be met, but every effort should still be made to complete the investigation without undue delay.

A. Reporting

When an instructor observes an infraction, or an infraction is reported to them, the instructor will notify the respondent and carry out a preliminary investigation to determine whether sanctions are warranted. If the instructor determines sanctions are warranted, regardless of severity, the

instructor must report the infraction to the Office of Student Conduct and Community Standards via the online Maxient reporting form ([insert url](#)). If the instructor determines sanctions are not warranted, then reporting is encouraged to help identify serial offenders, but is not required.

It is possible that academic integrity infractions will be reported by parties outside the instructor. For example, student research not associated with a specific course, but which is part of the student's academic program, is included under both policy 2.17/Student Academic Integrity and 9.13/Misconduct in Research. In such case the investigative process laid out in the latter will supplant the former, but sanctions are also possible. Further, when an outside party has evidence that an infraction has occurred, it should be reported in good faith to the instructor of record. If the instructor decides to not proceed with an investigation of the allegation, the evidence can be reported to Student Conduct and Community Standards for review by the Academic Integrity Committee.

Once reported to the Office of Student Conduct and Community Standards, a registration hold and an exception hold will be added to the respondent's record. The registration hold prevents the respondent from trying to avoid an investigation by withdrawing from the course. The exception hold has no direct consequence to the respondent but is used to alert advisors and administrators that an academic integrity investigation is underway. Both holds will be removed upon conclusion of the investigation and can be removed prior to that upon petition.

#### B. Review

All academic misconduct investigations should be done in good faith and should carefully, honestly, and thoughtfully collect and analyze the evidence. The burden of proof to support a sanction is preponderance of the evidence. Academic misconduct investigations are a collaboration between Student Conduct and Community Standards and the faculty. The nature of that collaboration will vary depending upon the complexity of the allegation and evidence, but involvement of Student Conduct and Community Standards is meant to provide support and advice regarding best practices to the faculty. When a respondent requests a hearing, the Academic Integrity Committee (3 faculty + 2 students) will be constituted from a trained pool of potential members. The decision of the Academic Integrity Committee supersedes all prior decisions and sanctions. When the Committee views the evidence as meeting the burden of proof, it is expected that they will typically defer to the course instructor's decision regarding sanctions. Deviations should be made in consultation with the course instructor and be robustly justified. Respondents may continue in all courses during the Academic Integrity hearings.

#### C. Appeal

Respondents are entitled to appeal academic integrity sanctions to the Appeals Committee. A typed and signed appeal that includes the reason for the appeal and supporting information must be submitted within 10 (ten) business days of the decision. Appeals are limited to the following conditions:

1. New and significant evidence that was not available for the Academic Integrity Committee hearing.
2. There is credible evidence that the original hearing was not fair and impartial, or that the process defined in this document was not followed.

If the appeal documentation does not fall into one of the permissible grounds, or does not support the claim, the appeal will be denied. The decisions of the Appeals Committee are final and may not be further appealed.

## VI. **Additional Consequences for Egregious and/or Serial Offenders**

In cases where respondents have a demonstrated track record of academic integrity violations, the Office of Student Conduct and Community Standards can recommend the Academic Integrity Committee consider additional sanctions beyond what the respondent received for each infraction, corresponding to the lower right-hand side of the procedure flowchart. In this instance, the Office of Student Conduct and Community Standards presents evidence to justify the additional sanctions, which were made available to the respondent at least 10 (ten) business days prior to the hearing. Similarly, in cases where the sanction is not consistent with the severity of the infraction, the Office of Student Conduct and Community Standards can request that the Academic Integrity Committee take up the case to consider increasing, or decreasing the sanction to be more in alignment with its severity. In both cases, the decision of the Academic Integrity Committee can be appealed using the procedure defined above.

## VII. **Process Outcomes and Consequences**

Respondents who are found to have violated policy 2.17/Student Academic Integrity will receive academic and/or disciplinary sanctions appropriate to the current violation(s) and in consideration of any prior academic integrity and/or Student Conduct and Community Standards violation history and/or mitigating or aggravating circumstances. A single sanction may be issued, or a combination of sanctions may be issued depending upon the nature and severity of the violation(s). In the case of student groups and organizations, if a sanction issued by a national or other governing body exceeds that of the University, the University may concur with that sanction.

### A. Academic Sanctions

Academic Sanctions are those consequences which impact a student's academic progress in a specific course or program:

***Additional Academic Requirements*** – The student is required to complete one or more additional academic activities which include, but are not limited to, retaking an examination, submitting a new paper, etc.

***Assignment Grade Reduction*** – The student will receive a reduced grade, up to and including zero credit, for the academic activity involved in the violation.

***Course Grade Reduction*** – The student will receive a reduced grade, up to and including a failing grade (i.e. F or XF), for the course in which the violation occurred.

### B. Disciplinary Sanctions

Disciplinary Sanctions are those consequences which impact a student's overall standing with the institution and/or interactions with members of the University community, including:

***Written Warning*** – Official notification of unacceptable behavior and violation(s) of policy 2.17/Student Academic Integrity. Any further misconduct may result in more serious disciplinary consequences.

***Disciplinary Probation*** – The student is deemed not in good conduct standing with the University. The duration of any probationary period will be determined by the Academic Integrity Committee on a case-by-case basis. Any further violations of University policy while on probation may result in more serious consequences being imposed. Some of the restrictions that may be placed on the student during the probationary period include, but are not limited to: participation in student activities, representation of the University on athletic teams or in other leadership positions, eligibility to receive any University award or honorary recognition, entrance into University residence halls or other areas of campus, participation in a study abroad program, or University computer and network usage.

***Deferred Suspension*** – The student will be officially suspended from the University, but the suspension will be deferred, meaning that the student may continue to attend classes at this time. The suspension will be automatically enforced for failure to complete any assigned sanctions by the deadline and/or for any subsequent violation of University policy unless the Director of Student Conduct and Community Standards & Community Standards determines otherwise in exceptional circumstances. If the student is found responsible for any subsequent violation of policy 2.17/Student Academic Integrity, the student will be automatically suspended for the length of the original deferred suspension in addition to the other consequences imposed for the subsequent violation. Some of the restrictions that may be placed on the student during the deferred suspension period include, but are not limited to: participation in student activities, representation of the University on athletic teams or in other leadership positions, eligibility to receive any University award or honorary recognition, entrance into University residence halls or other areas of campus, participation in a study abroad program, or University computer and network usage. The duration of any deferred suspension period will be determined by the Academic Integrity Committee on a case-by-case basis.

***Suspension*** – The student is required to leave the University for a designated period of time. During the suspension period, a student may not attend classes (either in person or online), or participate in University-related activities, whether they occur on or off campus. The student may not be present on University premises unless authorized in writing in advance under conditions approved by the Director of Student Conduct and Community Standards & Community Standards or designee. A student may be withdrawn from any classes in which the student is currently enrolled and will not be eligible for a refund. A registration and records hold will be placed on the student's account until the conclusion of the suspension period. If the student is an on-campus resident, the student's contract with Housing & Residence Life will also be terminated and the student will be responsible for paying any remaining fees for the duration of the original contract period. The student must successfully complete all assigned educational sanctions prior to the conclusion of the suspension period, or the suspension will remain in effect until they are completed. The student must meet with a member of the Student Conduct and Community Standards & Community Standards staff during the last month of the suspension period in order to initiate the removal of the registration and records hold.

***Expulsion*** – The student will be separated from the University without the possibility of graduation or future enrollment. The student may not be present on University premises unless authorized in writing in advance under conditions approved by the Director of Student Conduct and Community Standards & Community Standards. A student may be withdrawn from any

classes in which they are currently enrolled and will not be eligible for a refund. A permanent registration hold will be placed on the student's account. If the student is an on-campus resident, the student's contract with Housing & Residence Life will also be terminated and the student will be responsible for paying any remaining fees for the duration of the original contract period.

***Withholding of Transcripts or Degree*** – The University may withhold copies of student transcripts or awarding a degree otherwise earned until the completion of the process set forth in policy 2.17/Student Academic Integrity is complete.

***Revocation of Admission and/or Degree*** – Admission to the University or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of policy 2.17/Student Academic Integrity in obtaining the degree from or gaining admission to the University.

***Loss of University Privileges*** – The student is restricted from accessing specific University privileges including, but not limited to: parking on campus, participation in student activities, holding a student leadership position, participation in a study abroad program, and University computer and network access.

***No Contact Order*** – The student is prohibited from intentional direct or indirect contact with another person or group or their property via any means, including, but not limited to: personal contact, electronic communication (e.g. text messages, social media, etc.), telephone, or through third parties.

***Campus and/or Building Ban*** – the student is prohibited from being on any campus property and/or entering specific University facilities. Any student alleged to have violated a campus and/or building ban may be subject to additional disciplinary action.

***No Trespass Order*** – The student is prohibited from being on any campus property and/or entering specific University facilities.

C. Educational Sanctions

Educational sanctions are those which provide students with an opportunity to learn from and reflect upon their choices and/or develop skills to avoid further academic integrity violations in the future, including:

***Knowledge Attainment Activities*** – activities designed to increase a student's knowledge in areas related to the violation(s) committed including, but not limited to: attending workshops, researching a specific topic, interviewing a professional in a specific field, etc.

***Reflective Activities*** – activities designed to allow the student to reflect on one's own behavior choices and the impact of those choices on the student and others, including potential future impacts if the same choices continue.

***Restorative Activities*** – activities designed to repair harms caused and give back to others or the larger community including, but not limited to: community restitution service, letters of apology, educational presentations, etc.



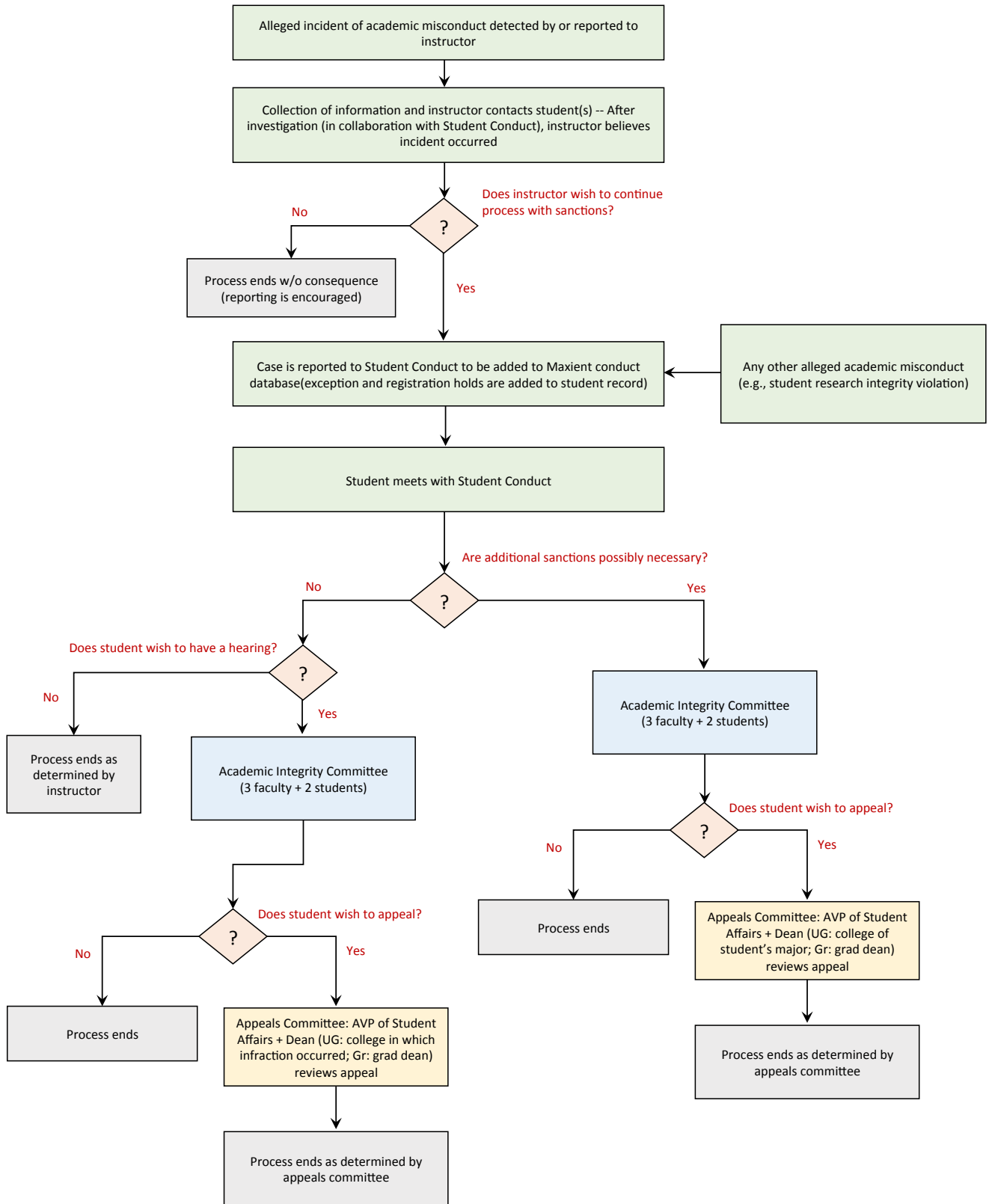
***Wellness Activities*** – activities designed to address student’s wellness in areas including social, emotional, financial, physical, academic, and environmental wellness including, but not limited to: substance use assessments, counseling assessments, meeting with an academic advisor, meeting with a Student Involvement staff member, etc.

***Restitution*** – The student is required to pay for the loss of, damages to, or injury to University, personal, public, or private property, provided that such payment shall be limited to the actual cost of repair or replacement of such property.

### **VIII. Acknowledgements**

Similar policies and/or procedure documents from the following universities informed the content of this document: Florida State University, Texas A&M University, University of Florida, University of Illinois-Springfield, and University of Nevada, Las Vegas. Wichita State University wishes to acknowledge them for their example, inspiration, and assistance in developing this document.

DRAFT



## Update on Board Goal on Qualified Admissions

### **Steering Committee Members**

Bobby Gandu, Director of Admissions, Wichita State University & Committee Chair

Jason Brooks, Assistant Dean of Students for Diversity, Equity & Inclusion, Emporia State University

Tricia Cline, Director of Admissions, Fort Hays State University

Ricki Ellison, Diversity Recruitment Manager, Wichita State University

Shelly Gehrke, Assistant Provost for Enrollment Management and Academic Success, Emporia State University

Molly McGaughey, Director of Undergraduate Admissions, Kansas State University

Matt Melvin, Vice Provost for Enrollment Management and Student Success, University of Kansas

Howard Smith, Associate Vice President for Enrollment Management and Student Success, Pittsburg State University

### **KBOR**

Max Fridell, Director of Academic Affairs, Kansas Board of Regents

Jean Redeker, Vice President of Academic Affairs, Kansas Board of Regents

### **ALL INSTITUTIONS**

Current	Recommendation
Students from Kansas high schools must complete the precollege or Kansas Scholars curriculum.	<ol style="list-style-type: none"><li>1. Remove restrictions from specific courses within QA, but it remains that students must satisfy the unit requirements already in place.</li><li>2. Students would self-certify that they meet the unit requirements for each subject area (e.g., 4 units of English, 3 units of social science, etc...) but universities would have the option to require that students self-report full grades/courses for each individual course on the admission application.</li></ol>

**REGIONAL INSTITUTIONS** – Emporia State University, Fort Hays State University & Pittsburg State University: Implement as soon as possible (as both a short-term and long-term solution):

Current	Recommendation
Students from Kansas high schools must complete the precollege or Kansas Scholars curriculum with at least a 2.00 GPA.	Residents would be required to meet a 2.0 cumulative GPA (weighted or unweighted as determined by the institution)
Students from other states must complete the precollege curriculum with at least a 2.50 GPA.	Nonresidents would be required to meet a 2.25 cumulative GPA (weighted or unweighted as determined by the institution)

**RESEARCH INSTITUTIONS** - Wichita State University and Kansas State University propose:

Current	Recommendation
Starting more immediately (perhaps 2020 high school grads; this will depend on when KBOR and/or legislative authorizations are granted):	
Students from Kansas high schools must complete the precollege or Kansas Scholars curriculum with at least a 2.00 GPA.	Residents would be required to meet a 2.0 cumulative GPA (weighted or unweighted as determined by the institution)
Students from other states must complete the precollege curriculum with at least a 2.50 GPA	Nonresidents would be required to meet a 2.25 cumulative GPA (weighted or unweighted as determined by the institution)
Starting four years from now (perhaps 2024 high schools grads; this will depend on when KBOR and/or legislative authorizations are granted):	
Students from Kansas high schools must complete the precollege or Kansas Scholars curriculum with at least a 2.00 GPA.	Residents AND nonresidents would need to meet the 2.25 cumulative GPA requirement (weighted or unweighted as determined by the institution)
Students from other states must complete the precollege curriculum with at least a 2.50 GPA.	Residents AND nonresidents would need to meet the 2.25 cumulative GPA requirement (weighted or unweighted as determined by the institution)

University of Kansas:

1. Keep its current GPA and test thresholds (21 + 3.25 or 24 + 3.0).
2. KU supports WSU and K-State in the proposal to modify requirements without modifications to its own.

# Faculty Senate Meeting Minutes

**Monday April 23, 2018**

3:30 - 5:00 CH 126

Senators Present: Ahmed, Anderson, Asaduzzaman, Bailey, Barut, Bolin, Bryant, Bukonda, Castro, Celestin, Close, Cramer, Decker, Dehner, Dowling, English, Jarman, Johnson, Keene Woods, Kreinath, Markova, Muthitacharoen, Pulaski, Rife, Rokosz, Ross, Shaw, Smith, Smith-Campbell, Willis.

Excused: Price, Dusenberry, Elder, Hull, Schwartz, Yildirim.

## Summary of Action

- **Unanimously approved the following Statement as proposed by the Ad Hoc Committee on Textbooks and Accessibility:**
  - The Faculty at Wichita State University are committed to providing the highest quality instruction for all students. As a part of that commitment, we make continual efforts to seek new information and methods to teach in our subject areas.
  - Instructional content at WSU is the responsibility of the faculty teaching each individual course; the accessibility of that content is also the responsibility of that faculty, and as we do many other critical issues, we will take accessibility into account as we consider textbooks, resources, and tools for our classes. Accessibility is not the only consideration when choosing a text, but we understand its importance to our students, and we are committed to making accessible choices when they are available and the choice does not have a negative impact on the quality of the course in other ways.
  - We will discuss the need for accessibility with publishers when we have the opportunity.
  - We will learn what we can about accessible instruction – both in general as it is being made available by the university, and from other leaders in our fields of study.
- **Approved alternative motion from the floor to pilot the FYS program for AY 2018-19 and AY 2019-20, with a decision to be made in Spring 2020 to determine if the program will become a permanent part of the curriculum beginning in Fall 2021 with a vote of 22-4-3.**
- **Approved revisions to Policy 2.17 on Academic Integrity recommended by the Ad Hoc Academic Integrity committee, with a vote of 21-6-2.**

**I. Meeting called to Order at 3:30**

**II. Informal Statements and Proposals**

None

### III. Approval of the Minutes

Minutes from March 26 approved – with suggested changes regarding questions to Boden.

### IV. President's Report

- Congrats to our Faculty recipients of the President's Distinguished Service award:  
Achita Muthiachareon  
Kirsten Johnson  
Paul Ackerman
- President's Budget Advisory Council
- AOC Meeting – Looking at final plans for Student Health and Counseling and Testing. Looking at effects of bundling these services.
- Librarians working on accessibility of databases.
- Members of revisions committee – non-voting members include the three advisors and associate registrar.
- CIM – online curriculum change forms. Training to be offered in fall.
- Idea Generator Update- 52 different suggestions were vetted by committee.
- Provost candidates will visit this week.
- May 4 Faculty awards and general faculty meeting.
- May 7 (1<sup>st</sup> Monday) Final senate meeting/ex. Comm election.
- Shockin' fun Friday: Faculty/staff picnic June 1, 3:00-5:00 RSC courtyard. Sponsored by Student Affairs.

### V. Committee Reports

- Provost search committee update - Betty Smith Campbell, Co-Chair
- Rules – still need the committees to elect chairs for next year.
- John Jones - Accessibility committee report and proposal – focusing mainly on text book accessibility issues. Determining evaluation methods for textbooks. Suggests establishing a permanent committee for accessibility. **Proposed faculty senate statement was voted on and approved with one reading.** Questions arised about available funding for supporting compliance as well as what other schools are doing. We tend to be ahead of most schools especially with face-to-face classes. Currently piloting Blackboard ally plug in.

### VI. Old Business

- FYS proposal - 2nd reading  
Recommendation from the Gen Ed committee that the pilot proposal from 2015 be adopted as a required component of the curriculum for incoming freshmen starting in Fall 2019. Concerns were raised about making this course a permanent requirement at this time. These concerns focused on whether the data is sufficient to inform the decision, and whether there would be enough courses available to meet the required demand by Fall 2019. It was noted that without a permanent status, faculty might remain hesitant to develop these new courses. Data will continue to be gathered regarding retention and student perceptions on the benefits of the courses. This will be presented to the Gen Ed committee and Senate for consideration and to inform their final decision in Spring 2020.

- Academic Integrity policy – 2<sup>nd</sup> reading – Has been endorsed unanimously by Graduate Council with suggested procedural recommendations as follows. University should provide best practices training. Expand discussion to academic integrity online – and necessary resources like Proctor U. Find active ways to inform students about this policy change, for instance, highly visible during enrollment. Grad council also wanted exonerated students to be removed/de-identified from “the system”. Procedures are still being finalized.

## **VII. New Business**

- Bobby Gandu, Admission - Update on Qualified Admission (KBOR). Will continue to require for certain QA units over varying subject matters but remove requirements to take certain courses. Remove requirement to self-report every course/grade. Utilize cumulative GPA instead of Pre-College Curriculum GPA. Will change cumulative GPA requirement to 2.0 for residents and 2.25 for non-residents until 2024 and then residents and non-residents will both require 2.25.

## **VIII. [Attendance](#)**

## **IX. As May Arise**