REPORT OF THE FACULTY CHAIR:

President Williams resigned on August 21st. Santa Ono has been appointed interim President. President Williams cited personal reasons for his resignation. At this point, there is no reason to believe that President Ono will make any significant changes to the Academic Master Plan, Integrated Decision Making or UC 2019.

PCOTE (Provost’s Committee on Teaching Excellence) continues to work on recommendations to improve teaching at UC. I have invited the Committee’s chairs (Howard Jackson and Larry Johnson) to share these recommendations with Senate at the appropriate time. To assure Senate is represented, thenProvost Ono appointed me to the Committee.

Senate Planning Committee had recommended that some type of celebration be held for faculty members receiving tenure. This recommendation is being implemented and the celebration will be held on September 13th for the newly-tenured faculty members and their families.

There are 4 vacant seats on Senate. Law and Medicine have not reported election results. CEAS has to reelect as Jason Heikenfeld was elected at-large and, under the bylaws, must relinquish the College Seat. CEAS is conducting the election with an August 27th end date to assure all faculty have a chance to vote. Ana Vamadeva has accepted a position in the Provost’s office and must resign his seat on Senate. We will need to hold an election for the at-large seat.

In the transition of Chair, the bylaw changes passed at the May AUF Meeting were not submitted to the BOT in time for review before the August 28th meeting. They will be on the BOT agenda as soon as the review by General Counsel is complete.

AGENDA
FACULTY SENATE MEETING/GOVERNANCE BOOTCAMP
AUGUST 23, 2012
400 ABC TUC

10 AM – Call to order.

Governance Bootcamp

10:00– Introduction/A brief overview of the governance structure of UC (R. Miller)

10:10 – Legislative Update (Vehr)

10:40 – Communications (Hand)

11:00 – Strategic Enrollment Status and Update (C. Miller)

11:20– Interface Between AAUP and Senate (Herman/Loving/Rubin)
11:40 – Lunch Break

12:30 – Financial Coordinating Committee and the State of the Budget (Ambach)

1:00 – The Academic Committee (formerly Academic Coordinating Committee); Function and Interface (Nelson)

1:30 – Compliance (Ackerman/Buttermore)

2:00 – President Ono

3:00 – Meeting the Faculty Senate – Call to Order

3:03 – Approval of Minutes of the June Meeting

3:05 – Report of the Faculty Chair

3:10 – Final Committee Reports for 2012

3:15 – Report from the Undergraduate Student Government Association (Hart)

3:25 – Report from the Graduate Student Government Association ()

3:35 – Report from the AAUP President (Loving)

3:45 – Old Business

3:50 – New Business
   Confirmation of Senate Committee Chairs and Vice Chair
   Election of a Faculty Representative to the International Committee (2012-14 term)

4:00 - Adjourn

Nominee for Vice Chair

Tracy Herrmann (UCBA)

Nominees for Senate Committee Chairs:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Nominee</th>
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<tbody>
<tr>
<td>Academic Affairs</td>
<td>Adrianne Lane (Nurs)</td>
</tr>
<tr>
<td>Budget and Priorities</td>
<td>Daniel Langmeyer (A&amp;S)</td>
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<td>Human Relations</td>
<td>Datina Juran (Prof Prac)</td>
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<tr>
<td>Information Technology</td>
<td>Robert Rokey (LCOB)</td>
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<tr>
<td>Planning</td>
<td>Jeff Tillman (DAAP)</td>
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<tr>
<td>Research and Scholarship</td>
<td>Kumar Vemaganti (CEAS)</td>
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<tr>
<td>Governance</td>
<td>Pamela Heaton (Pharm)</td>
</tr>
</tbody>
</table>
International Committee Nominees:

Tabiei, Ala (CEAS)
Mukhopadhyay, Soma (A&S)
Obermark, Peter (UCBA)
Ghia, K. N. (CEAS)
Kao, Winston (COM)
Narmoneva, Daria (CEAS)
Allen-Brown, Vanessa (CECH)
Ralescu, Anca (CEAS)
Vasudevan, Vijay (CEAS)
Doarn, Charles (COM)
Lee, Jay (CEAS)
Bridgeman, Edward (CLER)
Williamson, Rebecca (DAAP)
Washington, Karla (CAHS)
Lu, Jason (COM)
Ngwenya-Scoburgh, Lizzie (UCBA)
Li, Chao (CLER)
Polychroniou, Constantine (LCOB)
Chamberlain, Peter (DAAP)
Jiang, Qi (CCM)
Kim, Injoo (DAAP)
Hammond, Allison (A&S)
Apana, Ratee (LCOB)
Acosta, Dan (Pharm)
Smith, Paula (CECH)
Dave, Janak (CEAS)
McNay, John (UCBA)
Zha, Wei (Clermont)
Lee, Roberta (Robin) (Nursing)
Chancy, Myriam J. A. (A&S)

Statements of Interest:

Tabiei, Ala (CEAS): I have lived in four different countries for a long time and I speak four different languages fluently. I also have visited more than 50 countries in my life. This has given me a great prospective and experience dealing and understanding different cultures. I also have taught at 3 different universities overseas. Given these credentials I will be an effective member of the international committee. I will be able to use my experience and communication skills to build bridges between UC and many international academic and research institutions. Many US institutions have already built strong collaborative relations with international universities; It is time UC starts pursuing these avenues more aggressively.

Obermark, Peter (UCBA): While my current faculty appointment at UC Blue Ash is in the Department of Allied Health/Emergency Medical Services, my Ph.D (Hebrew Union College, 1992) is in Near Eastern Studies, with a focus on the history, languages and literature of the Near/Middle East. I have travelled extensively in Europe, Asia and the Americas, and lived abroad for several years (England, France,
increasing Switzerland, international CEAS. programs aware professional International Journal Narmoneva, forward includes academic activity active exchange Ghia, university and student and faculty scholars with leading international institution, instituting successful programs from international institutions at UC, promoting our faculty for international awards and increasing diversity. I have 44 years of successful career at UC and I hope I can earn your trust and your vote.

Kao, Winston (COM) In the past few years, I have helped to establish Institutional Agreements and Activity Agreements between University of Cincinnati and National Cheng Kung University (Tainan, Taiwan), National Taiwan University (Taipei Taiwan) and Xiamen University (Xiamen China). Unfortunately, the activities appeared to be limited between my lab and my collaborators rather than a university wide. I believe the problem may be due to the fact that most of my UC colleagues were not aware the existence of such agreements. There is a need to bring awareness of International collaborations to UC community. I also experienced logistic difficulty in housing, medical insurance for the foreign visiting scientists from my collaborators lab. This could be improved.

Narmoneva, Daria (CEAS) Daria Narmonova, PhD is an Associate Professor in Biomedical Engineering, CEAS. She served on University Research Council subcommittee on Life Sciences, BME Chair Search Committee, CEAS Awards Committee, SEEBME Policy & Procedures Committee. Previous experience includes academic and research work in Duke University, MIT and Harvard. Dr. Narmonova has professional connections to academic and research institutions in Russia, Germany, France, Netherlands, Switzerland, Thailand. Dr. Narmonova’s vision for serving on the International Committee is to use her first-hand experience as a former international student and scholar with a successful academic career in the US to actively contribute to the UC president Williams’ 2019 initiative to provide more opportunities for UC students to study abroad and facilitate students exchange via International Programs student grants, workshops, marketing strategies and internships.

Allen-Brown, Vanessa (CECH): My research interest is comparative and international education. I am active member in and presenter of the Comparative and International Education Society, and the International Oral History Association. I am the recipient of a Fulbright Scholar’s Award to Cairo, Egypt and a Fulbright Hays award to Morocco and Tunisia. I am on the advisory board of an International Journal and a Board Member of the Kabalagala Community Academy in Kampala, Uganda. My international services also include providing 40,000 books, math manipulatives, and other resources for two school libraries and a learning center in the Sefwi district in Ghana. I am on the board of Kabalagala Community Academy in Uganda and promoted a service project for malaria nets that has decreased malaria by 98 percent in the school. For the pass 3 years I have worked with Kurt Olausen and the International program committee to reviewed student applications for the Fulbright scholarship. I look forward to working more closely with the International Committee.
**Ralescu, Anca (CEAS):** My vision for the international presence of UC includes, joint and collaborative activities at all levels – undergraduate & graduate education, and research - to contribute to the mission of UC. I have over 25 years of international experience including long term visits/sabbaticals and short term visits to France, Japan, Malaysia, Spain, UK; PhD committees, research collaboration, RPT dossier evaluation (UK, Australia, Saudi Arabia, etc.). I have often been approached by individuals at these universities with proposals for formal relations with UC. As a member of UC’s International Committee, I will be able to contribute to build up such institutional relations.

**Doarn Charles (COM):** Charles Doarn is a research professor in Family and Community Medicine. His research focus is on remote healthcare using telemedicine and e-health and he has travelled extensively around the world to develop and teach. Recently he was named a Fulbright Specialist and spent time in Macedonia teaching. Doarn works closely with NASA as special assistant to the Chief Health and Medical Officer and is the editor in chief of the Telemedicine and e-Health Journal. As a member of the committee he will bring his international experience and philosophy to the group.

**Williamson, Rebecca (DAAP):** International activities enrich life at the University of Cincinnati through multiple modes: student exchanges, co-op, research collaborations, and the presence of many foreign-born professors, staff members, and students. Every international experience that we offer our students, colleagues, and ourselves enhances our perspective and depth of understanding. The university’s international dimension positions the institution and its graduates to act effectively in a globalized world. As a member of the International Committee, I will support our current international activities and encourage new ones, ensuring that the benefits of our collective international experience permeate every aspect of university life.

**Washington, K. N. (CAHS) Qualifications:**
Recipient - UC International Education Abroad Program Development Grant 2012
Program Leader - Education Abroad Program to Jamaica
CSD Student Opportunities: Pediatric speech, language, and hearing screenings
Principal Investigator - Collaborative research with Australia, Jamaica, and the United States - *Jamaican children’s speech-and-language skills*
Submission to UC-IRB
Panel Member-*International Expert Panel on Multilingual Children’s Speech*
International research collaborations, publications, and presentations
International journal reviewer

**Vision:**
Increase cultural competencies and international educational experiences (classroom/field) for UC students at all levels
Increase faculty opportunities for international research and collaborations
Grant programs and incentives
Attract and retain international students
Ngwenya-Scoburgh, Lizzie (UCBA): I am originally from South Africa and came to the United States as an international student. Based on my personal experience as an international student and having worked with diverse international students in my teaching career; I feel I have a good understanding of the needs of international students and how our university can benefit in the global industry. I have a good awareness on how cultural diversity can enhance an institution. In my past position I was the MBA Director at a private university and administered the curriculum development of a global MBA program. I have also taught numerous international and global management courses both at the undergraduate and graduate level. I am also an active member of the Cultural Diversity Committee and Council which serve to educate and nature diversity. I would be honored to serve the university as a committee member.

Polychroniou, Constantine (LCOB): In the past and for several years I was an international management consultant. In the late 80s I was involved in the Greek government’s efforts to integrate into the European Union. I teach international Marketing and International Business. My focus is on the challenges of the new global economy, cultural exchange and intercultural relations, and, how diversity and cultural differences may impact business and ethical decision-making. My research interests are in Regional integration, Global governance, Internationalization of Markets and Trade, and, Institutional leadership. I would like to see if I can add value to UC’s efforts to achieve its international goals.

Chamberlain, Peter (DAAP): Over the past few years I have a growing interest in, and level of involvement in international matters within the university. I hope to learn more about the international programs and policies of the university, and serving on this committee would help me learn while sharing my experience and perspective. I recently welcomed a coalition from Kyourin University in Japan with Provost Ono and Bob Lees. I was a special advisor to the "gaman" playground that third year industrial design students created for tsunami ravaged Ishinomaki, Japan this summer. I have strong ties to my alma mater Chiba University in Japan, and finalized a new student exchange program for design students, which will begin this Fall. I have been a key facilitator of international scholars who have visited DAAP from Korea and China. Over the past 5 years I have given workshops and presentations in Indonesia, Singapore, China, Japan, Canada, and England (this coming month). I am in my penultimate year of tenure this year, but hope that this would in no way detract from interest in me to serve on this committee. Please consider me for inclusion in this committee.

Kim, Injoo (DAAP): I would like to serve on the International Committee because I value scholarly work and academic cultural exchange. I have been proactive in conducting collaborations internationally with South Korea, and China since 1995. These collaborations include initiating an international co-op relationship with China for the fashion design program and advising/supervising research and teaching activities for visiting scholars. In addition, I have been invited as a keynote speaker and special guest artist for international conferences and exhibitions. Through these activities, I was able to make international connections and understand differences in cultures. I would like to bring and share this experience to the International Committee.
Apana, Ratee (LCOB): I am from the Lindner College of Business, I teach International business and other related international courses and I am delighted to be applying for this position. I strongly believe in shared governance and given the opportunity to serve, I will bring my International expertise and experience in consulting and education to help us work together to realize the goals of UC2019. I have lived and worked in several countries. In our city, I serve as President of the India Sister City Association and as the Cincinnati Sister City Education Coordinator. As education coordinator, I work with UC International to facilitate the visit of officials from our sister cities to UC. Last year, this resulted in at least two new relationships between UC and University of Lorraine in Nancy, France. It is essential we need to continue to promote our global brand by building more international connections, leveraging our International alumni and preparing our students to have a global focus to meet the needs of the 21st century.

Acosta, Dan (Pharm) Daniel Acosta, Jr., former Dean of Pharmacy (1996-2011), has had many interactions with scientists and educators at the national and international levels. He has served or is serving on many important government boards, such as the FDA Science Board, the National Center for Toxicology Research Scientific Advisory Board, the EPA Board of Scientific Advisors for the Office of Research and Development, and many others. He is currently the President of the International Union of Toxicology (2010-2013) which collaborates with WHO and UN on matters related to international scientific issues. As President, he has visited over 12 countries, consulting with scientists and educators on matters related to biomedical research and graduate education. In addition, he has served as a special advisor to the Ministry of Health for the UAE to review new pharmacy schools being established in the Emirates.

Smith, Paula (CECH) First, I am a Canadian citizen and fluently bilingual in English and French. I have always been interested in learning about diverse cultures (e.g., I studied in Mexico as an undergraduate), and feel strongly that understanding different perspectives enriches both my academic research and professional applications of knowledge. Second, I have actively pursued projects that emphasize cross-national comparisons and international collaboration. Most recently, I completed a review of offender rehabilitation services for the New Zealand Department of Corrections. I also serve as a member of the Accreditation Panel for the UK National Offender Management Service. My specific interest involves using empirical evidence to improve the effectiveness and justice of correctional policies in other countries. Third, the School of Criminal Justice admits several international students each year. I view this as an important component of our academic curriculum, and have a strong interest in extending this component of our program to include international student recruitment as well as grants for international study and research. In sum, I strongly believe that the globalization of knowledge is paramount; I would be honored to play a role in advancing the role of the University of Cincinnati in this regard. Thank you in advance for your consideration.

McNay, John (UCBA) I would like to serve on the International Committee, which is advisory to the provost. I’ve have a good deal of experience with study abroad programs. Next summer I will teach a course on World War II in Asia at Chengdu, China, through the University Studies Abroad Consortium (UC is a member of USAC). It will be my seventh study abroad program. Other programs have been to
Britain (twice with travel to the continent), Germany (three times), and South Africa. I’ve served on UCBA’s Study Abroad Committee which manages the college’s programs. Professionally, my discipline, the History of US Foreign Relations, has led me to develop international contacts and research projects. In 2011, I presented papers at the Transatlantic Studies Association conference in Dundee, Scotland, and at the William J. Clinton Institute for American Studies at University College, Dublin. I served on the senate for four years and have previously been appointed by the senate to the provost search committee and to the collegiate restructuring committee.

Zha, Wei (Clermont): I would like to help with International Committee since I am a person strongly believing that cooperation between culturally different people would benefit all human being. Specifically international students would be more likely to succeed academically if they know more about American culture; American students could broaden their mind and become more productive and successful in their future career. In general, cooperation will bring more working opportunities, markets, innovations as well as friends. I am a communication professor and I think my expertise in interpersonal, intercultural and public speaking will benefit students.

Lee Roberta (Robin)(Nurs): Roberta J. Lee is an Associate Professor of Clinical Nursing at the College of Nursing, University of Cincinnati. In addition to her teaching courses in public health and nursing, she is a consultant on programs to assist minority and under‐served populations. With an MSN and a BSN from the University of Cincinnati and an MPH from UC Berkeley, her extensive public health experience includes long-term postings in Central America, Pakistan, Nigeria, Ethiopia, and the Caribbean. She has also travelled to Egypt, Libya, Tunisia, Mauritania, Cameroon, Sri Lanka, the Maldives, Israel, and Haiti. Most recently, Professor Lee has reviewed research abstracts for the Native Research Network, evaluated health promotion grant proposals for Indian Health Services, (INS), and evaluated an Ethiopian Health Officer Training Program for the United States Agency for International Development (USAID). She has also led groups of nursing students on public health immersion trips to Honduras and The Gambia. In an innovative cross-disciplinary initiative, she and her students are collaborating with the College of Design, Architecture, Art and Planning (DAAP) to design health and wellness devices and processes.

Chancy, Myriam J. A. (A&S) Dr. Myriam J. A. Chancy is a Haitian-Canadian (permanent resident of the US) full professor in the Department of English and Comparative Literature. Not only is she a foreign national who has worked broadly in US institutions of higher learning since her first appointment in 1994 (Vanderbilt University) after obtaining the Ph. D. at the University of Iowa, and tenured within three years for her work in Caribbean literature, but her functions as a writer/scholar/editor take her to foreign locations on a regular basis in the Caribbean, but also in Europe, Africa and Canada. She recently served as writer-in-residence at the University of the West Indies in Port-of-Spain, Trinidad, and is working on global projects (Haiti, Afghanistan) as a Humanities Advisor with the Fetzer Institute. She has also served as an international advisor for the Prince Claus Fund (Netherlands) and, in 2011, was awarded an important international writer’s prize from the government of Guyana (Guyana Prize, Caribbean Award, Best Fiction 2010) presented by then President Jagdeo, on-site. She is multilingual with French as her first language, English her second and professional language, and with various degrees of fluency in Haitian Kreyol, Italian, Spanish and beginning Japanese. International work this fall will be taking her to Italy, South Africa, Rwanda, and other international locations. As such, she would be a good match for service on this committee in the hopes of advancing UC’s profile and policies in international affairs.
Final Committee Reports:

Annual Report of Budget and Priorities Committee 2011-2012

June 11, 2012, submitted by Daniel Langmeyer Chair

Members: Hodges, Shearn, Gilligan, Vamadeva, Said, Reed (resigned)

We held 7 meetings during the academic year. We focused on the academic master plan through the budget and priority lens, performance based budgeting, internal auditing, the audited annual financial report, proposed budgets for the next few years, athletic department deficits and funding from general funds, and the financing of the Sheakley athletic facility (a.k.a. “the bubble” also “the practice field” also, “women’s lacrosse field”). We met with Qualls, Ackerman, Plummer and Ambach during the year. We produced several reports on athletic deficits and use of general funds and historical funding from general funds and the cost of the faculty.

We continue to be concerned about the reduction in funding for instruction as reported on the annual financial report, stress put on academic and support services from continued reallocation of funds resulting in unsustainable “thresholds” (money that must be earned or cut to support other parts of the university).
Governance Committee Annual Report 2011-2012

Members:
Stephanie King (Nurs) 2011-13, continuing member
Kathryn Lorenz (A&S) 2011-13, continuing member
Linda Quinlin (Nurs) 2011-13, continuing member
Carlee Escue (CoM) 2010-2012, outgoing member (re-elected)
Richard Miller (ENGR) 2010-2012, outgoing member
Joni Torsella (CEAS, School of Engineering Education) 2010-2012, outgoing member (re-elected)
Tracy Herrmann (UCBA), Outgoing Chair

By-Laws Amendments

The Governance Committee proposed by-laws amendments which were approved by the university faculty at the spring meeting. These were related to updating faculty titles, deleting wording that was redundant to Robert’s rules, and adjusting the processes for replacement of vacancies to provide a more timely filling of openings and to retain a clearly defined electoral cycle. The committee requests that these approved changes be forwarded to the Board of Trustees for consideration and approval.

Governance Issues

Workload: The committee reviewed the 1992 University faculty workload document and developed a list of areas for consideration. Tracy Herrmann and Richard Harknett, Chair of the Faculty met with Karen Faaborg, Executive Vice President to the President and John Bryan, Vice Provost on April 10, 2012 to discuss these areas. A memorandum of understanding was created to clarify that only section IV of University of Cincinnati Faculty Workload Task Force Report dated April 1, 1992 defines workload policy. It was determined that no further review or revision was needed.

Governance Bootcamp for 2012: The committee discussed recommendations for potential activities for a fall 2012 Governance boot camp. Discussion of the new Integrated Decision Making Framework was identified as an important topic.


Respectfully Submitted by,
Tracy Herrmann
2011-12 Governance Committee Chair
Standing Committee Charge: Academic Affairs Committee. There shall be a standing committee known as the academic affairs committee. It shall have seven members elected by the faculty senate, serving two year staggered terms. The chairperson of the university faculty shall annually appoint an individual who is both a member of the committee and a member of the faculty senate to serve as the chairperson of this committee. The committee on committees shall nominate, when feasible, two persons for every vacancy of the committee. The academic affairs committee shall investigate and make recommendations for faculty senate action concerning any educational or academic policy or practice at the university, or any proposed practice or policy, that is referred to the committee by the university faculty, the faculty senate or the chairperson of the university faculty. One or more of its members may serve as faculty senate representative and liaison to all university committees responsible for academic affairs.

Committee Membership: All members were new to committee for 2011-2012.
Adrianne Lane (NURS), Chair 2011-2013
Beverly Reigle (NURS) 2011-2013
Noriko Tsurui (A&S) 2010-2012
Jun Ying (MED) 2010-2012
Teresa Roig-Torres (UCBA) 2010-2012
Mike Magazine (LBC) 2011-2013—on leave 2011-2012
Julie Gill (UCBA) 2011—2012 (One year to replace Mike Magazine)
Linda Graeter (AHS) 2011-2012 (One year to replace Colleen McTague)

Committee Activities:
The FSAAC met eight times during the academic year with meetings in September, November x 2, January, February, March, and May x 2.

Topics reviewed by the FSAAC included the following: Academic Master Plan, Information Literacy & Media, UC Grading Policy, Open Source Textbooks, Textbook Affordability, Federal Financial Aid Compliance and Course Withdrawal, Semester Conversion issues for Regional Campuses, Academic Integrity, Student Surveys, Student Nominations, and Undergraduate Grade Grievance Policy (specific to this topic, the FSAAC continues to recommend to the College Liaison Committee that the policy be revisited for a thorough review with possible revisions since the date of origin was 1992).
Two key agenda topics of the FSAAC this academic year focused on grading: Academic Integrity and UC Grading Policy.

The FSAAC put forth three (3) resolutions this academic year. One resolution was titled ‘Resolution on Promotion of Academic Integrity at UC’ and one was titled ‘Resolution reaffirming Importance of Textbook Adoption and Affordability Communication’: both passed at the 4/12/12 Faculty Senate meeting. The last was titled “UC Grading Policy Resolutions”: this resolution passed at the June 7, 2012 Faculty Senate meeting.

The resolutions in entirety are listed below.

Thank you to all committee members for their tremendous effort and quality work.

______________________________________________________________

**Resolutions:**

I. **Resolution on Promotion of Academic Integrity at the University of Cincinnati**

Whereas, at its meeting of June 9, 2011, the Senate adopted a resolution creating and charging a Taskforce on Academic Integrity in the 21st Century; and

Whereas, the members of the Taskforce met regularly from August, 2011 until February, 2012, discharging their responsibility to “investigate the prevalence of academic misconduct including cheating, ethical and legal use of information, plagiarism, honor code, etc. at UC and to recommend a detailed action plan for strengthening Academic Integrity at UC (this plan should include a focus on faculty and student development)”; and

Whereas, the action plan in the Taskforce report recommends steps that will promote academic integrity as a core value at UC and educate the UC community about academic integrity; and

Whereas, the Senate finds the inculcation of academic integrity in the members of the university community is essential to the mission of the university;

**NOW, THEREFORE, BE IT RESOLVED BY THE FACULTY SENATE:**

1. That the report of the Taskforce on Academic Integrity in the 21st Century is accepted by the Senate;

2. The Task Force Recommendations set forth in the report, and attached hereto, are incorporated by reference and the Senate urges all appropriate bodies in the University,
including the Administration, the Senate, and Student Government, to implement those recommendations without delay.

SEE Task Force on Academic Integrity Report below after all resolutions.
II. Resolution reaffirming importance of textbook adoption and affordability communication

Whereas the Faculty Senate on January 14, 2010 noted the importance of providing students with information about textbooks and required readings for coursework, so students can manage better the financial costs associated with such materials; and,
Whereas reporting data reveals that less than 25% of courses in any given quarter are in compliance with providing students with textbook information via UC Bookstore and eFollett; Be it Resolved, that the Faculty Senate reaffirms its resolution of January 14, 2010 and urges faculty participation in the textbook adoption communication system information on which can be found at:
http://www.uc.edu/registrar/faculty_resources/textbook_information_requirement.html

Textbook Affordability: Passed January 14, 2010, by Faculty Senate
Whereas, The Higher Education Opportunity Act of 2008 requires institutions to provide textbook information for a student at the time that the student registers for a course; and

Whereas, the textbook information to be disclosed to the student must include the ISBN and pricing information; and

Whereas, the disclosure of such information is beneficial to students and faculty; and

Whereas, The University of Cincinnati and eFollett have a contractual obligation to provide students with the textbooks ordered by the professoriate;

Be it Resolved, that Faculty Senate supports the processes and procedures that were developed collaboratively by the UC Registrar, UCit, and UC Bookstore personnel to provide this information, in compliance with the Higher Education Opportunity Act and which include:

1. UC Bookstore provides ISBN and retail price of course textbooks to Registrar, 2. Faculty order course textbooks prior to course registration date according to timeline provided by Registrar, and 3. Textbook ISBN and retail price information be available on Registrar web-site at time of Registration.

III. UC Grading Policy Resolution

Whereas, the Grading Policies Subcommittee (GPS) of the Faculty Senate Academic Affairs Committee (FSAAC) was charged to (a) review the current UC Grading Policies and Procedures, (b) benchmark UC grading policies and procedures with other Association of American Universities (AAU), and (c) make recommendations for revision to the FSAAC; and
Whereas, the GPS reviewed the grading policies and procedures of 15 universities that (a) were AAU members, (b) had grading policies accessible online, (c) were teaching and research institutions, and (d) were based on a semester system; and

Whereas, 4 of the 15 universities' grading policies were selected for the purpose of benchmarking the current UC grading policies, scales and definitions and this selection was based on the grading scale similarities and clarity of definitions; and

Whereas, the GPS, in collaboration with UC Registrar personnel, revised the UC grading policies, scales and definitions to enhance clarity for both student and faculty; and

Whereas, the final revisions included (a) the preamble, (b) reformatting of the grading scales with enhanced descriptors, (c) extensive editing of grade definitions to provide greater clarity and completeness, and (d) editing of quarter system to semester system terminology; therefore be it

Resolved, that the FSAAC recommends that the revised UC Grading Policy be accepted as the official UC Grading Policy beginning Autumn, 2012.

UC Grading Policy--Revised

Grades at the University of Cincinnati will be determined using the following considerations:

- Each instructor is responsible for the maintenance of high standards. The instructor’s evaluation of the performance of each individual student is the final basis for assigning grades.
- Students have protection through orderly procedures against prejudiced or capricious academic evaluation. The method of grading by instructors must be made clear to students, and instructors may be required to justify disputed grades. At the same time, students are responsible for maintaining those reasonable standards of academic performance and classroom conduct conducive to the learning process, as established in each course in which they are enrolled.
- Pluses (+) and minuses (-) as appropriate to the grading scale are optional.
- The Registrar uses grades to compute both term and cumulative grade point averages (GPA) based upon the credit level of the courses taken.
Definitions of Undergraduate Grades and Marks
Grading policies and practices for the University are described below. Certain professional schools have approved differences in grading practices.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Work of excellent quality</td>
<td>4.0000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.6667</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3333</td>
</tr>
<tr>
<td>B</td>
<td>Work of good quality</td>
<td>3.0000</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.6667</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3333</td>
</tr>
<tr>
<td>C</td>
<td>Work of satisfactory quality</td>
<td>2.0000</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.6667</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3333</td>
</tr>
<tr>
<td>D</td>
<td>Work of poor, but passing quality</td>
<td>1.0000</td>
</tr>
<tr>
<td>D-</td>
<td>Work of minimum passing quality</td>
<td>0.6667</td>
</tr>
<tr>
<td>F</td>
<td>Failure to meet the minimum standards for passing the course - With full term participation</td>
<td>0.0000</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>N/A</td>
</tr>
<tr>
<td>T</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0000</td>
</tr>
<tr>
<td>I/F</td>
<td>Failure</td>
<td>0.0000</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (Official) – With participation</td>
<td>N/A</td>
</tr>
<tr>
<td>WX</td>
<td>Withdrawal (Official) - No participation</td>
<td>N/A</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal – With participation</td>
<td>0.0000</td>
</tr>
</tbody>
</table>
With the introduction of the “X” and “WX” grades specifically to denote non-participation, by definition **all other grades can be awarded only to students who have participated in the class in some way.** (i.e., “A” through “F”, “P”, “U”, “T”, “I”, “I/F”, “W”, “UW”, “IP”, “IP/F”, “NP”, “NG” mark).

**Explanations**

**I and I/F**

**Incomplete and Incomplete/Failure.** The incomplete grade is awarded as a final course grade (without grade point assignment) at the end of a term when a significant portion of course work has been satisfactorily completed, but not all of the course work has been completed. The incomplete grade is appropriate only when the completed course work is of passing quality and the student has had such hardship that completion of the remaining course work within the term timeline would present an additional hardship. Completion of the remaining course work does not include attending course sessions in a subsequent term.

The instructor who assigns the incomplete grade may set a specific date (up to one year) by which the student must complete the remaining course work. The student must work with the instructor to develop an agreement that indicates the date by which the remaining course work is to be completed and submitted to the instructor. The instructor is not obligated to provide the student with a full year to complete the remaining course work. If the remaining course work is completed within the time period agreed upon by the instructor and the student, and that completion occurs within the one year, then the instructor will submit, to the Registrar’s Office, a change of grade based on the quality of the remaining work. If no specific time for completion is set by the instructor, the student has one year (from the end of the term in which the incomplete was assigned) to complete the remaining course work. If the course-work is not completed within the one-year period (i.e., one year from the end of the term in which the “I” grade was assigned), the “I” grade automatically converts to an “I/F” grade.

The incomplete grade incurs no grade quality points (none) in the term following the assignment of the incomplete grade and is not calculated into
the grade point average (GPA). Thereafter, zero (0.0000) grade quality points are assigned, and zero quality points are calculated into the GPA. After one year, if the incomplete grade has not been resolved, the “I” grade is converted to an “I/F” grade which carries zero (0.00) quality points and affects the student’s GPA the same as the grade of “F”.

Audit. Students may elect to audit a course instead of receiving academic credit for a course up to the 7th calendar day of the term. Prior to the 7th calendar day of the term, a student may elect to take the course for credit. However, after the 7th calendar day of the term, the student will not be permitted to take the course for credit during that specific term.

The student must discuss the course-work expectations with the instructor (e.g., attendance only) prior to auditing the course. Students who audit a course will be designated with an “A” grade type on the class and grade lists. A passing audit grade (“T”) should not be awarded automatically by the course instructor, but rather only if the student has participated in the course to the level of faculty expectation for passing the course. It is possible, and at times appropriate, for the instructor to assign a grade of “F” to a student who has failed the course by not meeting faculty expectations for participation. The “F” grade carries 0.000 quality points and is averaged into the grade point average if the course being audited carries credit hours.

Students who audit a course must pay regular fees for the audited course. At the end of the term, the instructor should enter a grade of “T” for those students who have met course participation expectations.

Pass. Given to those students who earned the equivalent "D-" grade or better in a designated Pass/Fail course.

Unsatisfactory. Given to those students who did not earn the equivalent "D-" grade or better in a designated Pass/Fail course.

"SP” In Progress-Satisfactory Progress and "UP" In Progress- Unsatisfactory Progress. The "SP" and "UP" grades are used only in designated courses approved by College committees to have an extended grading period. Students have one year to complete the course. If the "SP" or "UP" grade
remains on the student's record at the end of one year after the SP/UP is submitted, these grades will change to the "I/F" (Failure) grade. The “I/F” grade is calculated into the GPA like the “F” grade.

NP Not Proficient. The "NP" grade is used only for 1001-level and below English courses that require a level of proficiency to move through the sequence and that are approved by the appropriate College committees.

NG No Grade Reported. Online Class Grading requires instructors to enter either a valid grade or the "NG" mark for all students officially enrolled in the class by the close of Online Class Grading. For classes not graded by the close of Online Class Grading for the term, the Registrar's Office will record the "NG" mark for all students. Until the instructor submits a valid grade to replace the "NG", the "NG" mark will be associated with the class on the online grade report available to the student through the One Stop Student Services website and will be printed on the student’s official transcript. Students given a “NG” mark should contact the instructor for resolution.

WX Official withdrawal, Non-attendance/Participation. Given to those students who did officially complete the withdrawal process but who did not attend any classes, did not submit any assigned work or participate in the class.

Appears in the Online Class Grading roster as either “EW” or “W.” The instructor may replace a “W” appearing on the Online Class Grading roster with a "WX" by clicking "no" participation for that student. An assignment of “WX” has no impact on the student’s GPA. A “W” will appear on the student’s online grade report and on the transcript. The “WX” recognizes the student’s official withdrawal from the class and only records the fact of non-participation.

Students who wish to withdraw from a course must officially complete the process per University guidelines; doing so is solely the student’s responsibility. In doing so, the student should refer to the appropriate term’s academic calendar posted at the Registrar’s Office website, as the withdrawal process will vary according to the chosen withdrawal date.

UW Unofficial Withdrawal, partial Attendance/Participation. Given to those students who did not officially complete the withdrawal process; the lack of
attendance and participation is the basis for a failing grade. The "UW" carries zero (0.00) quality points. It is calculated into the GPA like the "F" grade.

Students who cease attending and participating at some point in the course or who never attend or participate in the course are considered to be “unofficially withdrawn students.” These students will receive a “UW” or “X” grade. Both carry zero (0.00) quality points and are calculated into the GPA like the “F” grade.

**X Unofficial Withdrawal, No Attendance/Participation.** Given to those students who did not officially complete the withdrawal process and did not attend any classes, submit any assigned work or participate in the class. The “X” will appear on the transcript and will carry zero (0.00) quality points. It is calculated into the GPA like the “F” grade.

Students who are considering an official or unofficial withdrawal from a course should consult the university’s policies and procedures and consider the implications of these actions with respect to financial planning including but not limited to financial aid, alternative loans and other sources of tuition funding.

Federal funds are awarded to the student with the expectation that the student will complete the course(s) for which he or she has registered in a given term. When a student does not complete the course(s), then it is necessary for the University to review the aid amount awarded to the student based on the courses that the student has dropped or withdrawn. Student who completely withdraw from courses for any term are subject to the Return of Title IV (R2T4) refund calculation as dictated by federal regulations. Instructors approached by a student wishing to discuss withdrawal from one or more courses should refer the student to the One Stop Student Service Center for information related to the student’s specific financial circumstances. Instructors are reminded that their final grade assignments must be based upon the student’s academic performance in the course and must not take into account the financial aid and/or personal financial consequences of that grade assignment on the student.
EXECUTIVE SUMMARY

The Task Force on Academic Integrity in the 21st Century was formed by the University of Cincinnati (UC) Faculty Senate with the following charge:
1) Investigate the prevalence of academic misconduct including cheating, ethical and legal use of information, plagiarism, honor code, etc. at UC;
2) Recommend a detailed action plan for strengthening Academic Integrity at UC (this plan should include a focus on faculty and student development).

While the Task Force recognized that a variety of violations of academic integrity occur (plagiarism, fabrication, exception, cheating, bribery, sabotage, professional misconduct), during deliberations the Task Force focused on cheating, plagiarism, copyright, technology, and social media. The Task Force also discussed a separate and strong need to address Academic Integrity at UC as well as the Honor Code. In accordance with the charge, the Task Force focused on possible approaches to developing a culture of academic integrity at UC through education and involvement of all members of the UC community – students, staff, and faculty members - in contrast to a focus on the punitive aspects of violations.

The Task Force makes these recommendations:

- Elevate the values related to Academic Integrity by moving administrative responsibility for defining and promoting Academic Integrity to the office of the Senior Vice President for Academic Affairs and Provost. The Office of University Judicial Affairs will retain responsibility for adjudication of wrongdoing.

- Promote Academic Integrity as a core value at UC and educate UC community about academic integrity
  - Promote academic integrity in undergraduate and graduate orientations and Convocation.
  - Promote the statement recently endorsed by Student Government.
  - Teach 'Academic Integrity' as a core requirement in the undergraduate and graduate curriculum, with an awareness of cultural and ethnic implications as appropriate. Develop a resource guide for faculty members.
  - Develop a central online resource/portal devoted to academic integrity.
  - Encourage all faculty members to add a statement about academic integrity to all syllabi.
  - Develop an ongoing communications plan for promoting academic integrity.

- Join the International Center for Academic Integrity (ICAI)
Purchase the Academic Integrity Assessment Guide from the ICAI and conduct regular assessments.
Task Force on Academic Integrity in the 21st Century

Report and Recommendations

BACKGROUND INFORMATION

PREVALENCE AT UC

Academic dishonesty, cheating and plagiarism constitute a problem at UC, nationwide and internationally. Publications and studies on these issues are abundant and may deal with one or more issues at a time. Walker (2010) and Coren (2011) mention difficulties of measuring the incidence of violations of the honor code, namely:

- Studies often rely on self-reporting of dishonest behavior, which may be problematic.
- There is a gap between self-reported plagiarism and the perception of how much others plagiarize.
- Estimates by instructors and administrators are not accurate, because most instances of plagiarism probably go undetected.
- Many incidents are resolved at the student-faculty level and are not reported to anyone at the university.
- Faculty, especially those with negative previous experiences, may ignore student cheating.

The Task Force has relied on an analysis of data from reviewing the literature. This determination stemmed from the Task Force recognition that they lacked both the time and resources to develop a valid survey to acquire accurate and reliable data from UC students, faculty members, or administration.

CURRENT STATUS AT UC

The current mission statement and statement of responsibility of UC’s Office of University Judicial Affairs are as follows:

“The Mission of the Office of University Judicial Affairs is to support the mission of the University of Cincinnati, through the implementation of the Student Code of Conduct (the university code of behavior), educational programs/sanctions, intervention programs and a due process judicial system. The Office of University Judicial Affairs is committed to promoting a safe, orderly, civil, and just community by utilizing the Student Code of Conduct in holding students accountable for decisions and behavior impacting the university community.”

“The Office of Judicial Affairs is responsible for adjudicating alleged violations of the Student Code of Conduct. The Student Code of Conduct defines behavior expected of all University of Cincinnati students.
The Office of Judicial Affairs is committed to changing the thought and decision-making process of students through educational and developmental sanctions that challenge their decisions as adults."

These statements support a central focus of the Office of Judicial Affairs being specific to alleged violations.

The enforcement of the Student Code of Conduct is the responsibility of this Office. Information specific to Academic Integrity and Honor Pledge can be found on this website under the heading of Academic Misconduct. The UC definition of Academic Integrity is as follows:

“a. In pursuit of its teaching, learning and research goals, the University of Cincinnati aspires for its students, faculty and administrators to attain the highest ethical standards defined by the center for academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." (www.academicintegrity.org/). Although not all students are subject to a college honor code or pledge, every student is bound by the academic misconduct provisions of this code which are enforced, in part, to assure academic integrity. When dishonest students cheat to gain unfair competitive advantage over other students, they cheat themselves out of a decent education.”

At the University of Cincinnati law and medical students are subject to their respective honor codes. All other colleges adhere to the UC Student Code of Conduct. In 2011 the College of Engineering and Applied Science instituted a mandatory honor code.

**LITERATURE REVIEW**

**CHEATING AND PLAGIARISM**

*Cheating* is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same. (California Polytechnic State University, 2011)

*Plagiarism* is defined in the UC Code of Conduct as follows:
• Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with footnotes, citations or bibliographic reference.
• Submitting as one's own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
• Submitting as one's own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

Bearing in mind the aforementioned problems with estimating the extent of cheating and plagiarism, the Task Force referred to findings from frequently quoted studies on academic dishonesty, cheating and plagiarism. The Center for Academic Integrity at Duke University recently completed a nationwide academic integrity survey of almost 50,000 undergraduate students at more than 60 United States college campuses (McCabe, 2005). Findings in this large-scale study were that 70% of students admit to cheating, defined as serious test cheating or serious cheating on written assignments. According to the McCabe (2005) study, almost 40% of the students completing the survey admitted to Internet plagiarism (up from 10% in 1999), with 77% of respondents believing that Internet plagiarism was not a very serious issue. In a study published in 2009 (Yardley, et al.) 273 alumni reported on the prevalence and perceived severity of 19 cheating behaviors. The vast majority of participants (81.7%) report having engaged in some form of cheating during their undergraduate career. According to the report (Parker, 2011) based on findings from a pair of Pew Research Center surveys conducted in spring 2011, most college presidents (55%) say that plagiarism in students' papers has increased over the past 10 years. Among those who have seen an increase in plagiarism, 89% say computers and the Internet have played a major role.

According to the survey of second-year medical school students, a history of cheating in high school is a significant predictor of cheating in an undergraduate program, which then increases the likelihood of cheating in a graduate program. Scholarship students were slightly more likely to cheat on tests than non-scholarship students (Baldwin and Daugherty, 1996). Justification for cheating focuses upon the intense competition to get into good graduate schools and to land top jobs, with excellent grades providing college students a competitive edge (Willen, 2004).

In addition to overall measures of cheating on college campuses, researchers have examined cheating as a function of academic discipline. McCabe (1996) surveyed over 4,000 students from 30 different institutions of higher education. It was clear from the findings that the more professionally oriented disciplines experienced higher levels of cheating than the intellectual disciplines. This study corroborated findings from a 1964 survey that found business and engineering students to report a higher frequency of cheating (66% & 58%) than language and humanities students (37% & 39%). Other studies have suggested that business students have lower ethical values and are more likely to engage in questionable behaviors than their non-business counterparts (Harris, 1989; Wood, et al., 1988). A recent cheating controversy, involving over 6,000 prospective graduate business school applicants, relates to online Graduate Management Admission Test (GMAT) question access (Lavelle, 2008). In this instance, students preparing for the GMAT paid to have access to live test questions.

ONLINE LEARNING
With proliferation of online learning it is important to examine cheating and plagiarism in online courses. This topic is covered under “Technology and social media.”

COPYRIGHT

Copyright and intellectual property issues introduce another potential pitfall for students and faculty members. With today's digital environment, copyrighted materials are more widely available than even before (Peters, 2011). It is understandable that a lack of understanding or education about copyright can compound some of the issues discussed above with regard to student plagiarism. It should be noted, however, that while copyright violations and plagiarism may arise from the same act, they are not the same offense. Plagiarism is passing off someone else's work as one's own. It is quite possible to unlawfully include copyrighted material even while properly attributing the work to its source. The principle point of accusation of a copyright violation is the actual unauthorized reproduction of the work, not the failure to attribute it. Some institutions have created departments, websites, or other resources to educate faculty members and students about their legal obligations as users of copyrighted materials and rights as copyright holders. (Cate, et al, 1998), (Druse, et al, 2003).

IMPLICATIONS OF CULTURAL DIFFERENCES

Several studies provide an insight into cultural implications related to cheating and plagiarism. Studies have reported differences in the perceptions of cheating behavior among international students. One study found that international students in the United States were almost five times more likely to be accused of an honor offense than domestic students; however, the conviction rate was consistent with that of the rest of the student body (Heuchert, 2004). In this report, strong norms about cooperation were attributed to the higher proportion of accusations against international students in that students coming from highly collectivist cultures would tend to work together on individual assignments. This rationale is consistent with that of Evans, Craig, and Mietzel (1991), who found that international students’ interpretations of cheating were reflective of their countries’ educational systems.

A scathing account of cheating among international students outside the United States stemmed from the Fall 2002 administration of the Graduate Record Exam (GRE), with widespread incidents spanning China, Hong Kong, Taiwan, South Korea, and India (Pendell-Jones, 2003). Qiang and Wolff (2003) suggest that students cheating on tests, engaging in plagiarism, and manufacturing fake diplomas and credentials are rampant practices throughout China’s public and private universities. These types of cheating do not appear to be the result of a culture of cooperation, but rather the drive for a competitive advantage. Authors point to a variety of reasons causing plagiarism among international students, for example:

- International students may not have the knowledge of local academic cultures in Western universities (Xiaojing, et al., 2010)
Some cultures have a collectivist view of text ownership, believing that information is shared and "owned by the whole society" (Mundava and Chaudhuri, 2007).

The Asian tradition of Confucianism "advocates open and broad access to knowledge as common heritage" (Shi, 2006).

Asian students may copy another author's words as a sign of respect (Hayes, Niall, and Introna, 2005).

Imitation is the highest form of flattery in some non-Western cultures (Park, 2003).

Whereas some writers emphasize cultural differences as key factors in the plagiarism discussion, others caution against making assumptions based on cultural background. Gu and Brooks (2008) warned against generalizing about Chinese students, suggesting that "excessive emphasis on culture may result in dismissive attitudes towards Chinese learning practices". Bloch (2001) recommended that cultural differences be viewed as "ranging along a continuum of perspectives".

In addition to cultural differences, some authors identify several educational and linguistic issues, which need to be considered in connection with plagiarism committed by international students:

- Writing instruction and requirements vary in different countries.
- "A student from a different educational tradition may be confused about how to be both original and referential in the same essay." (Pennycook, 1996)
- Students experience difficulties with language and a new form of discourse (academic essay).
- Patchwriting (a combination of the student's and the original author's writing in which the student has substituted words or phrases but maintained the structure of the original work) is seen by Howard (1995) as an essential developmental stage for ESL writers.

TECHNOLOGY AND SOCIAL MEDIA

Technology has become a ubiquitous part of the university. Smartphones, wireless connectivity, and social networking make it easy for students to cheat during exams/tests, if allowed to bring devices into the classroom or exam room. Without strong efforts to educate students about plagiarism, it is understandable that students may copy parts (or all) of an article/document they read on the web. The perception of many students is that everything is free – and reusable – on the web.

Dietz-Uhler et al. (2011) examine several studies related to academic dishonesty in online learning. One of the aspects they look into is forms of academic dishonesty used in online classes. The authors come to the conclusion that definitions of academic dishonesty used in online classes are about the same in most studies and include cheating on tests, plagiarism, fabrication, unfair advantage, aiding and abetting, falsification of records, unauthorized access (Stuber-McEwen, Wisely, and Hoggat, 2009), etc. They include Rogers' (2006) definition of e-cheating in online classes as:

- Looking at another student's computer
- Surfing the internet
- Communicating openly
- Instant messaging
- Cell phone/text messaging
- Printing off copies of exams and passing them on to other students.

**Dietz-Uhler et al. (2011)** indicate that **Howell, Sorensen, and Tippets (2009)** reviewed various forms of technological cheating, such as using mobile phones and iPods, braindumps, organized cheating, and wireless earpieces and high tech radio transmitters. In addition, **Jones, Reid, and Bartlett, (2008)** list MP3 players, SoundBugs, Programmable Calculators, PDAs, and invisible Ink Pens as additional means whereby students may use technology to cheat.

With regard to the frequency of cheating in online classes greater than in face-to-face ones **Dietz-Uhler et al. (2011)** mention that there have only been a few of studies examining this question and the findings vary.

“Using McCabe’s self-reported cheating items, **Stuber-McEwen, Wisely, and Hoggat, (2009)**, found that cheating was more prevalent in traditional than online courses. **Stephens, Young, and Calabrese (2007)** found that conventional cheating is more prevalent than digital forms of cheating. In a study examining the frequency of cheating in online and face-to-face courses, **Harmon, Lambrinos, and Buffolino (2010)** identified three studies showing that cheating is less frequent in online than in traditional courses. They also found three studies showing that cheating is greater in unproctored than proctored exams.”

**Dietz-Uhler et al. (2011)** further point out that “the number of studies is too few to make any definitive statements about the frequency of academic dishonesty in online and face-to-face courses. What is needed are more wide-scale studies of the sort that Don McCabe has conducted around the world.” In terms of suggestions for reducing academic dishonesty they provide a table compiled from multiple sources (**Chiesl, 2007; Harmon, Lambrinos, &Buffolino, 2010; Krsak, 2007; Howell, Sorensen, & Tippets, 2009**), that summarizes the suggestions for reducing cheating in online courses. Suggestions include, but are not limited to, using multiple versions of an exam, using multiple performance indicators, providing clear cheating policy on syllabus, disseminating information (e.g., cheating policies) to distance students, “honor system, ” banning/controlling electronic devices, cheat-resistant laptops, etc.

**TASK FORCE RECOMMENDATIONS**

1. **Separate responsibilities for activities that promote Academic Integrity from those associated with adjudication of allegations of Academic Misconduct**

The Task Force recommends that the university’s activities that promote values of academic integrity be separated from the process for adjudicating allegations of academic misconduct. The rationale for this recommendation is two-fold.
First, the university should adopt an affirmative goal of assuring that students and faculty members internalize the overarching principles of academic integrity. This affirmative approach is premised on the belief that ethical behavior is essential in order for students to gain the full benefit of the educational experiences that the university provides, and that such behavior ultimately provides its own rewards. It is, therefore, a responsibility of the educators in our community. Exemplars of ethical conduct are essential for internalizing these principles. Correspondingly, listing of offenses and rote memorization of legally defined transgressions does not serve the primary goal. Because academic integrity is a fundamental part of the academic enterprise, the promotion of academic integrity is rightly administered from the office of the institution's highest academic officer – The Senior Vice President for Academic Affairs and Provost.

Second, adjudication of allegations of academic misconduct requires respect for the presumption of innocence and the use of due process. An accusation of ethical transgression requires a clear statement of the alleged improper activity, and a formal judicial process that affords due process to the accused. The responsibility of those involved in adjudicating such allegations is not to inspire or educate. On the contrary, they are specifically tasked with finding fact and meting out discipline, where appropriate. This role requires a judicial office, with participation of faculty members and students as the stakeholders in the academic enterprise. Effective enforcement of an academic conduct code requires a code that is concise in its definitions of misconduct. The Office of Judicial Affairs is well suited to supervise formal adjudication of misconduct allegations. Additionally, it is also reasonable to provide for lower level, informal, proceedings that may be organized at the level of college, school, department, or other academic unit. It is essential, however, that any person accused of misconduct be granted due process at all stages of inquiry, and ultimately be entitled to bring the proceedings to the level of a formal hearing, so as to ensure the system's integrity.

Ten institutions\(^1\) that are members of the Association of American Universities, the group to which UC aspires, were selected for a review of their published information about the organization of their academic integrity and academic misconduct programs. The information is summarized in Table 1, with links to their websites. Several of institutions place initial responsibility for investigating misconduct at the college level. In most of those cases, appeal lies with a university judicial office. UNC and Emory (its Oxford College and Emory College) have explicit honor councils and honor codes. It should be noted that although UC has an "honor code" statement in its academic misconduct rules, UC is not, explicitly, an Honor Code student body. At UNC the honor council has broad campus representation and The Honor System handles investigations and hearings through an Honor Court. University of Pennsylvania also has a University Honor Council separate from the Office of Student Conduct.

\(^1\) The Ohio State University, Indiana University, Pennsylvania State University, Michigan State University, University of Illinois at Urbana-Champaign, University of North Carolina at Chapel Hill, Emory University, Duke University, University of Pennsylvania, and University of Chicago.

2. **Promote Academic Integrity as a core value and educate the UC community about Academic Integrity**
The Task Force strongly believes that a mission statement for Academic Integrity should be developed, and adopted campus-wide. The following steps may be taken to accomplish this goal.

a. **Promote the Academic Integrity statement recently endorsed by Student Government**

The UC Student Government in Fall of 2011 passed the following Student Statement on Academic Integrity: “Academic Integrity is a pledge made by the students to personally respect the purity of the learning environment by striving to uphold the ideals of honesty, integrity, and all the while, working to instill these values in their peers in order to promote a fair and rewarding educational community.” This statement was reviewed by each of the undergraduate college tribunals, and each provided input to the writing of the statement.

This Task Force accepts the substance of the student-written statement, and affirms that: “Academic Integrity is grounded in a mutual pledge among students, faculty members, and administrators to respect, individually and collectively, the purity of the learning environment. All members of the university community are expected to uphold the ideals of honesty and integrity; all the while working to instill these values in their peers so as to promote a fair and rewarding educational environment.”

b. **Promote academic integrity in undergraduate and graduate orientations and Convocation**

We recommend that both the President and the Provost proudly share the strong commitment of University of Cincinnati students, faculty members, and staff to a culture of highest Academic Integrity at all key university academic events beginning with Convocation and ending with Graduation.

c. **Teach 'Academic Integrity' as a core requirement in the undergraduate and graduate curriculum**, with an awareness of cultural and ethnic implications as appropriate

Student development is a crucial component of this Task Force’s action plan. To be consistently applied to the student body, it is critical that an academic integrity skills instruction plan reach all students (both undergraduate and graduate) at multiple points during their tenure at the university. This instruction will actualize the principles stated in the student and university mission statements on academic integrity at University of Cincinnati, and allow for targeted assessments to measure student understanding and application of academic integrity principles regardless of their cultural background.

- **Undergraduate Students**: The Task Force recommends academic integrity instruction and assessment at three points in the undergraduate student experience:
  - First-Year Student Orientation
  - ENGL2089 (Intermediate Composition), or another course within the General Education curriculum
  - Senior capstone courses

- **Graduate Students**: The Task Force recommends academic integrity instruction and assessment during at least two points in the graduate student experience.
  - Graduate Student Orientation (at either university or school level)
  - Near the completion of the first year of study, but prior to a student’s submission of the Application to Graduate. Due to variability in graduate program requirements, programs are asked to identify appropriate common times to provide this instruction and assessment.
Regarding the content of the instruction and assessment, the Task Force recommends that a working group of appropriate faculty members and staff be formed to determine a sustainable process for developing, leveling, maintaining, and administering the instructional materials. The instructional materials should be leveled with various academic integrity concepts being stressed at different points in the student’s academic career. Ideally, existing content from external sources can be adapted for the university's use. The delivery mechanism for this content will be such that it is applicable to students in both face-to-face and distance education programs. The delivery mechanism should also provide for easy tracking of student progress and achievement (e.g., tie in to course management system).

d. **Develop an academic integrity resource guide for faculty members**

The Task Force recommends that a viable faculty development program related to academic integrity be developed to increase faculty awareness and discussion of academic integrity issues, build a stronger culture of academic integrity at the university, and to equip faculty members with appropriate tools and resources. This program should be developed with the strong involvement of both UC Libraries and the Center for the Enhancement of Teaching and Learning (CET&L), due to their strong relations to faculty development and student learning. The Task Force further encourages all faculty members to add an Academic Integrity statement to all syllabi as recommended by the University Faculty Senate in 2001. [http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution_on_Course_Syllabi.doc](http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution_on_Course_Syllabi.doc)

e. **Develop a central online resource/ portal devoted to academic integrity**

To complement both the student academic integrity instruction and the faculty development recommendations that are described above, the Task Force recommends the development of a central online resource at the university that educates and support academic integrity activities and discussion. This interactive portal should focus on the positive aspects of academic integrity, and be robust enough to allow for active faculty members and student interaction and discussion.

Currently, the university provides only a few central resources to address academic integrity concerns. UC Libraries has developed a number of resource pages for students ([Plagiarism information for students](http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution_on_Course_Syllabi.doc)) and faculty members ([Plagiarism information for faculty members](http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution_on_Course_Syllabi.doc)), including a page of suggested assignments ([Using information ethically and legally](http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution_on_Course_Syllabi.doc)). However, these pages focus primarily on preventing plagiarism and the ethical citing and use of information sources.

Resources with a far broader scope and more interactive functionalities are needed. The Task Force recommends the creation of a diverse working group composed of undergraduate and graduate students, faculty members, and library faculty members to create this portal. This group could be the same entity that deliberates on the student instruction and assessment described in B) above. As with the development of student instruction and assessment, a sustainable process for developing, maintaining, and administering this resource portal is key.

Given the particular concerns related to cultural differences and academic integrity, existing resources and newly-created resources should be reviewed with the appropriate university groups to determine their applicability to the international student’s context.
f. Encourage all faculty members to include a statement about academic integrity in their course syllabi

The Provost's office, acting in concert with the Deans, may choose to provide one or more examples of statements that would be appropriate for inclusion in course syllabi. The Faculty Senate may choose to endorse both the goal of including such statements, and examples of recommended statements that faculty members are encouraged to use.

g. Develop an ongoing communication plan for promoting academic integrity

The Task Force recommends the development of a sustained communication plan specific to the University's commitment to the highest goals of Academic Integrity. In spring 2007 an aggressive and successful Academic Integrity Campaign was conducted on the UC Campus. Our Task Force recommends that the focus on academic integrity have a constant, overt presence. We recommend inclusion of statements affirming the UC Commitment to Academic Integrity in orientation manuals, student government bylaws, etc. We further recommend periodic articles in campus publications such as the News Record and the Provost's newsletters. Academic Integrity should be an openly communicated value that is articulated often and consistently. Although we believe that Academic Integrity is a strongly held value at our University, sustaining it warrants a greater commitment by all those involved.

3. Join the International Center for Academic Integrity

The Task Force recommends the University of Cincinnati become a member of the International Center for Academic Integrity (ICAI). ICAI is affiliated with the Rutland Institute of Ethics at Clemson University in South Carolina. This Center is a consortium of nearly 300 institutions dedicated to issues of the academic integrity. Twenty of the sixty-one AAU universities are members of the ICAI.

The annual cost for higher education institutions with an enrollment of more than 15,000 is $750. The benefits of membership in the ICAI include 1) sharing of information about academic integrity including policies, enforcement procedures, sanctions, education/prevention programs, research and curricular materials, 2) discounted rates on annual international academic integrity conferences, 3) electronic listserv and periodic mailings, 4) opportunities for consultation, research, and consortium engagement, and 5) reduced cost in purchasing the Academic Integrity Assessment Guide package.

According to the ICAI website the Academic Integrity Assessment Guide guides an institution through the following processes:

**Evaluating the effectiveness of your current academic integrity programs and policies;
*Assessing student and faculty attitudes and behaviors in classrooms, the labs, and exams;
*Identifying potential concerns — from sanctions to educational programs — that can be improved;
*Developing specific action plans for improving students' understanding of the importance of academic honesty;

*Promoting open dialogue about academic integrity issues on your campus;

*Increasing awareness of academic integrity issues among faculty members, students, and administrators.”

Further, the Academic Integrity Assessment Guide includes the following resources:

**Survey instruments for students and faculty members, followed by a confidential, customized report of findings**

*Guidelines for putting together an effective academic integrity assessment committee

*Step-by-step instructions for generating or revising policies, practices, educational programs and sanctions.

*Suggested assessment and educational activities and questions for focus groups

*Examples of codes, and policies from campuses across the country

*Copies of relevant reading materials and bibliographies*.

The cost of purchasing the Assessment Guide is $500 plus shipping for members and $1,200 for non-members. Specific information about ICAI can be found at http://www.academicintegrity.org/index.php
MEMBERSHIP, Academic Integrity Task Force:

(note: other individuals made important contributions, but did not participate in writing of the final report)

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Jaclyn Hyde, Carl H. Lindner Honors-PLUS Scholar
Maesa Idries, Internal Holdover Senator, Undergraduate Student Government
Leslie Schick, Associate Dean, UC Libraries
Adrienne J. Lane, Chair, Task Force for Academic Integrity for the 21st Century, Professor, College of Nursing
<table>
<thead>
<tr>
<th>AAU Member Institution</th>
<th>Academic Integrity Information at</th>
<th>Responsible Department</th>
<th>Administration of Student Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ohio State University</td>
<td><a href="http://oaa.osu.edu/coam.html">http://oaa.osu.edu/coam.html</a></td>
<td>Committee on Academic Misconduct (COAM)</td>
<td>COAM, a standing committee of the Faculty Senate, adjudicates cases of alleged academic misconduct. Members are appointed by the senate, the Council of Graduate Students, and the Undergraduate Student Government. Other violations are handled by other offices, e.g., campus police for violations of law, residence hall director for violations in residence halls, director of student judicial affairs for some others.</td>
</tr>
<tr>
<td>Indiana University</td>
<td><a href="http://www.indiana.edu/~code/code/index.shtml">http://www.indiana.edu/~code/code/index.shtml</a> <a href="http://www.indiana.edu/~code/bloomington/discipline/academic/index.shtml">http://www.indiana.edu/~code/bloomington/discipline/academic/index.shtml</a></td>
<td>Each campus is responsible. Bloomington campus: Dean of Students</td>
<td>Academic misconduct: Dean of Students maintains records. After determination within a school, Dean of Students determines whether a university-wide sanction is appropriate. Complaint process against student is first heard by and sanction assigned by faculty member. Appeal is to dean of school or unit, then is heard by unit review board. Appeal is to Vice Provost. Non-academic violation of personal conduct is reported to Dean of Students, then a judicial conference is held with officer or judicial board. Appeals go to review board within judicial system.</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>Faculty Senate Policy <a href="http://www.psu.edu/oue/aappm/G-9.html">http://www.psu.edu/oue/aappm/G-9.html</a></td>
<td>Policy adopted by faculty senate.</td>
<td>First instance goes to faculty member. Faculty imposes sanction, student may accept or not. Appeal is made to campus or college Academic Integrity Committee. If committee finds violation, and imposes more than an academic sanction, case is referred to Office of Student Conduct for consideration of disciplinary action.</td>
</tr>
<tr>
<td>Michigan State University</td>
<td><a href="http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university/article-6-academic-hearing-board-structures">http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university/article-6-academic-hearing-board-structures</a></td>
<td>Published under Academic Freedom Policy.</td>
<td>Department/School hearing boards have jurisdiction over academic grievances and grade disputes. Appeals go to University Academic Appeal Board. Different hearing boards for non-academic violations.</td>
</tr>
<tr>
<td>Institution</td>
<td>URL</td>
<td>Role</td>
<td>Description</td>
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<tr>
<td>UIUC</td>
<td><a href="http://admin.illinois.edu/policy/code/article1_part4_1-401.html">http://admin.illinois.edu/policy/code/article1_part4_1-401.html</a></td>
<td>Under provost</td>
<td>College adjudges charges of infractions. Instructor makes first-level determination and assesses penalty. Appeal is to college standing academic disciplinary committee hearing panel. Recommendations of suspension or dismissal go to Senate Committee on Student Discipline.</td>
</tr>
<tr>
<td>UNC-CH</td>
<td><a href="http://honor.unc.edu/">http://honor.unc.edu/</a></td>
<td>Committee on Student Conduct (cross-sectional committee of students, faculty, and administrators)</td>
<td>The Honor System, with Dean of Students as initial administrator, handles investigations and hearings. Honor Court hears cases.</td>
</tr>
<tr>
<td>Emory</td>
<td><a href="http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/">http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/</a></td>
<td>College-level honor codes and honor councils, e.g., Emory College and Oxford College</td>
<td>Honor Council composed of faculty members and students</td>
</tr>
<tr>
<td>Duke University</td>
<td><a href="http://www.integrity.duke.edu">http://www.integrity.duke.edu</a></td>
<td>Academic Integrity Council</td>
<td>Coordinates undergraduate judicial board and graduate and professional school councils and boards.</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

PLAGIARISM AND CHEATING


**TECHNOLOGY AND SOCIAL MEDIA**


