

**Graduate Policy Committee
September 14, 2011
1:30 – 3:00, ED 306**

AGENDA

- 1) Welcome and call to order
- 2) Overview/prioritization of issues
- 3) Preliminary discussion
- 4) Adjournment

Graduate Council Policy Committee
Agenda of Suggested Issues
2011-2012

The following items have been suggested for discussion:

New issues collected for 2011-2012:

1. Review of UCF's revised academic misconduct inquiry process
2. Review of *Rights and Responsibilities of Graduate Students* document ("Bill of Rights")
3. Graduate Faculty status for high-ranking faculty administrators
4. Study on promoting interdisciplinary and graduate education programs
5. Exchange of credit within the SUS
6. Assistantship rights and responsibilities

Continuing issues:

1. Establishing an ethics environment for graduate students at UCF – requirements master's and non-degree students?
2. Remote faculty participation in thesis and dissertation defenses

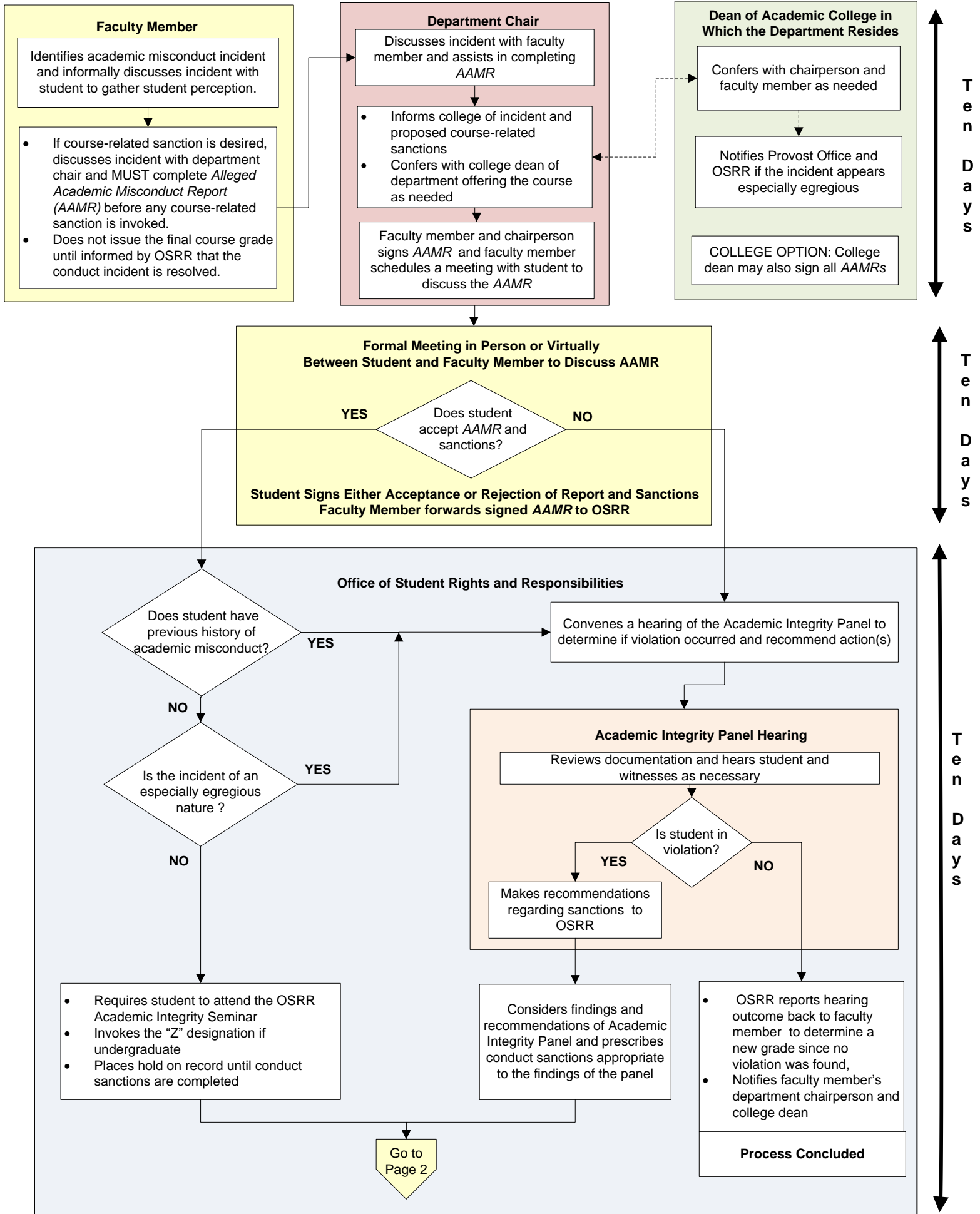
Tabled Issues:

1. Continuous enrollment issues- including summer enrollment, enrollment in dissertation hours, enrollment when in an internship away from UCF, etc...
2. Portfolio as substitute for candidacy exam
3. MFA policies

Updates:

Proposed Academic Misconduct Model

Version 8-3-2011

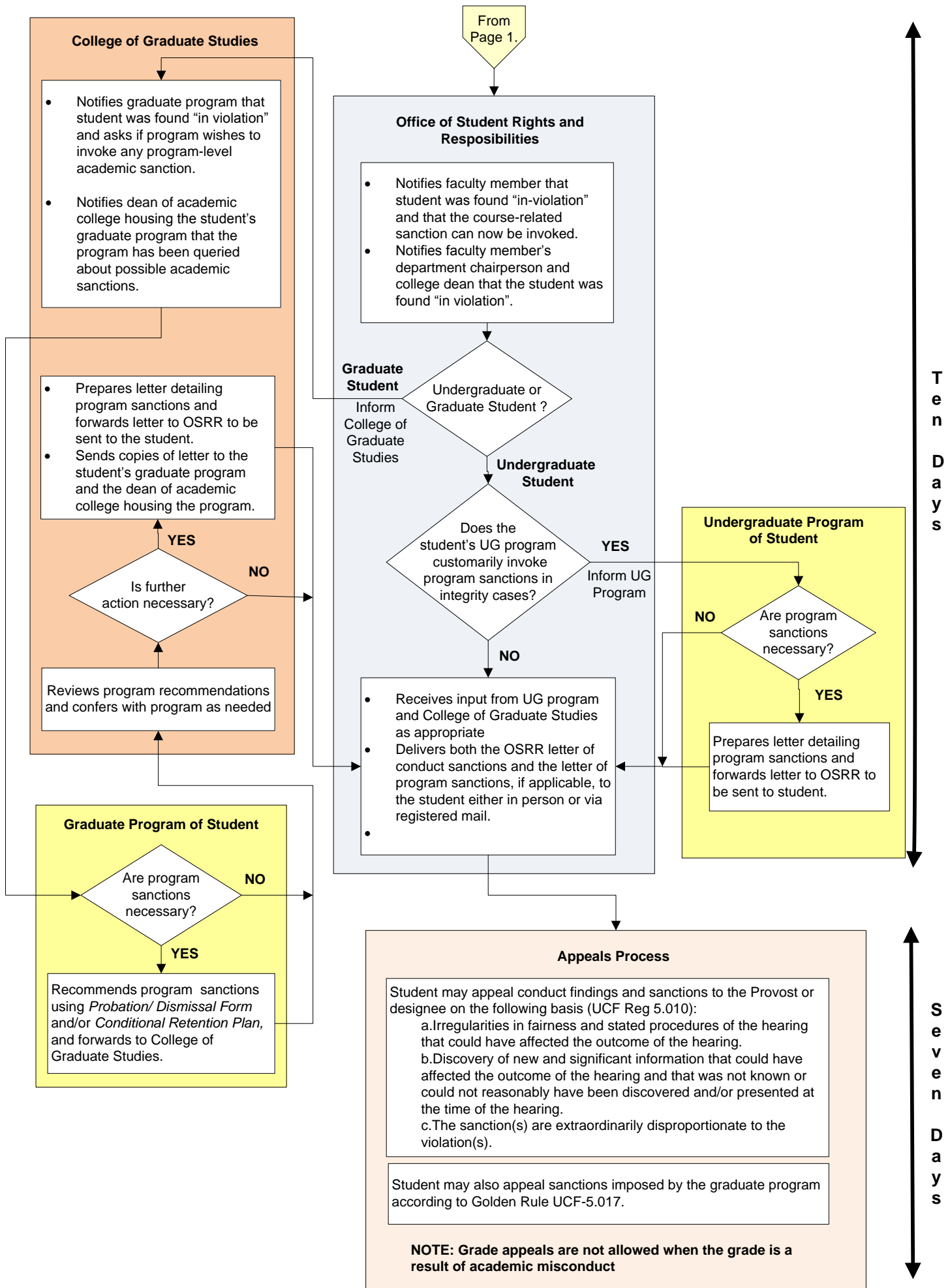


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PROMOTING ACADEMIC INTEGRITY AT THE UNIVERSITY OF CENTRAL FLORIDA: EXECUTIVE SUMMARY

August 1, 2011

In the spring of 2011 Provost Tony Waldrop commissioned a task force to review and recommend improvements in UCF's academic integrity policies and processes. The task force concentrated their efforts on the following:

- 1) evaluation and reform of the existing system for resolving reported instances of academic misconduct
- 2) identification of concrete and sustainable strategies for enhancing the culture at UCF to place greater emphasis on our commitment to academic integrity.

The ten-member team created a series of recommendations for revising the current system and made suggestions for further action in the areas of faculty teaching and learning resources, policy review and reform, and student resources and support. Below is an overview of the team's recommendations.

Challenge One: Reforming the System

The development of a new streamlined system that will improve efficiency, reduce duplication, and align course and program actions with conduct actions is recommended in order to address the lack of a coordinated, integrated, understandable and efficient system for resolving academic misconduct allegations.

Highlights of the new model:

- UCF will have one system for managing course, program, and conduct-level actions in instances of alleged academic misconduct in a reasonable timeframe. The proposed system allows for the coordination of both conduct and academic processes by requiring that the conduct process be resolved prior to the implementation of any academic sanctions.
- A revised notification system will minimize confusing communications to both students and faculty. It includes a new form, the Alleged Academic Misconduct Report (AAMR), which will support tracking of cases and consistency in their disposition.
- Consequences for proven instances of academic misconduct will be applied more consistently and fairly among students at all levels (course, program, and college).
- The system binds all parties to uphold regulations and consequences.
- The system involves five streamlined stages to be accomplished within nine weeks:
 - Stage One: Identification of academic misconduct by faculty member and in some cases students. Development of course-related sanctions in consultation with chair and dean if necessary. *(projected 10 business days)*
 - Stage Two: Formal meeting between student and faculty member to sign the AAMR giving student opportunity to accept responsibility. The Z designation (for undergraduates only) and

completion of an Academic Integrity Seminar will be a requirement in all instances. Grade appeals will not be considered. *(projected 10 business days)*

- Stage Three: Review of the incident and possible imposition of conduct-related sanctions by the Office of Student Rights and Responsibilities (OSRR) utilizing a new Academic Integrity Panel comprised of specially trained faculty, staff, and student Conduct Board members. Review will occur if there are previous academic misconduct incidents, the situation is judged to be egregious or the student has not accepted the AAMR and the sanctions. *(projected 10 business days)*
- Stage Four: Invocation of academic course-related sanctions and possible academic program-related sanctions after review by appropriate academic departments and colleges. There will be one communication to the student describing both the conduct and academic sanctions. *(projected 10 business days)*
- Stage Five – Appeals process to the provost or designee based on irregularities in fairness and stated procedures, discovery of new and significant information and/or disproportionate sanctions. *(must be filed within seven business days after receipt of letter)*

Challenge Two: Changing the Culture

The task force recommends university-wide efforts in the following three areas to promote a campus culture that demonstrates commitment to academic integrity:

Faculty Teaching and Learning Resources

1. The Faculty Center for Teaching and Learning (FCTL) and the Center for Distributed Learning (CDL) will provide support for relevant pedagogical training.
2. The provost will charge various entities with responsibility for development and dissemination of policies and practices.
3. The provost will recommend a change in course syllabi policy to include academic integrity expectations as a required component.
4. College and department leaders will establish support systems such as faculty mentors and create specific plans to keep academic integrity issues a priority.

Policy Review and Reform

1. The Faculty Senate Ethics Task Force will review definitions of academic integrity and explore ways in which to reach consensus on appropriate expectations as well as to accommodate differences among fields of study.
2. Academic Affairs will establish guidelines for implementation and reporting across colleges.
3. The Office of Undergraduate Studies and College of Graduate Studies will investigate vehicles for recurring academic integrity dialogues.

Student Resources and Support

1. The UCF INTEGRITY website will be updated and promoted regularly by OSRR.
2. Academic integrity learning modules will be required for all new undergraduate students. All students newly admitted to doctoral programs will complete training in academic integrity and the responsible conduct of research.
3. Students will be involved in creating recurring incentives, communications, social norming and promotional campaigns focused on the importance of upholding academic integrity. Regular student focus groups will be held to assess student needs and concerns regarding the intricacies of understanding how to demonstrate academic integrity.
4. Annual events will be planned such as “Ethics Week” to highlight these issues.
5. All efforts will recognize cultural differences among our students and adjust communications, incentives, and programs accordingly.

Taskforce Members

Maribeth Ehasz, Chair	Vice President for Student Development and Enrollment Services
Melody Bowdon	Director, Karen L. Smith Faculty Center for Teaching and Learning
Tom Cavanagh	Assistant Vice President, Center for Distributed Learning
Ida Cook	Chair, Faculty Senate
Michael Frumkin	Dean, College of Health and Public Affairs
Grant Heston	Assistant Vice President, News and Information
Jean Leuner	Dean, College of Nursing
Patricia MacKown	Associate Vice President, Student Development and Enrollment Services
Max Poole	Senior Associate Dean, College of Graduate Studies
Elliot Vittes	Interim Vice Provost and Dean, Undergraduate Studies