

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

November 4, 1974

MINUTES

The regular meeting of the University Faculty Senate was called to order at 4:05 PM. Senators not in attendance were:

P. Timothy Brown	George F. W. Haenlein	Richard Norman
Philip Burton	Robert C. Hodson	Asa B. Pieratt
L. Leon Campbell	Svend E. Holsoe	Stanley I. Sandler
Richard I. Dick	Gerard J. Mangone	Barbara Stafford
Stephen L. Finner	William E. McDaniel	Richard W. Tarpley
Irwin G. Greenfield	Helen F. McHugh	Edward A. Trabant

The agenda, as distributed, was adopted by general consent, as were the minutes of the regular meeting of October 7, 1974.

Professor L. Mosberg announced that on October 16, 1974, the Executive Committee of the Board of Trustees approved the establishment of an Institute for Mathematical Sciences and approved the discontinuance of the Ph.D. Program in Behavioral Sciences.

Professor John McLaughlin submitted a resolution concerning faculty participation in Board of Trustee committee meetings; it was seconded and reads as follows:

Be it resolved that the Senate recommends to the Board of Trustees that in order to obtain responsible and quality advisement from faculty representatives to the Trustee Committees, the faculty representatives be provided in advance with an agenda of the meeting together with full information relevant to matters where advisement is expected. Full information is understood to mean information as full and as timely as that received by the Trustee members of the Committees.

Be it further resolved that a copy of this resolution be sent to all faculty representatives to Trustee Committees at the time of their appointment.

Professor F. Loren Smith presented a motion to the resolution to add at end of first paragraph, and as second paragraph, the following:

Be it further resolved that faculty representatives to Trustee committees shall be bound by the same constraints of confidentiality concerning matters either documented or discussed as bind the Trustees themselves.

The motion was seconded. Following a discussion the amendment to the resolution passed, as did the amended resolution. The amended resolution is attached and will be conveyed to the Board of Trustees by Professor Mosberg. (Attachment 1)

In the fall of 1973, an Ad Hoc Task Force on Academic Honesty was formed and charged to aid the Judicial Policy Board in improving academic honesty at the University. On April 1, 1974, the Ad Hoc Task Force presented their report to the Chairmen of the Judicial Policy Board and the Committee on Committees. On September 24, 1974, the Judicial Policy Board approved a policy on academic honesty in part based on the report and recommendations of the Ad Hoc Task Force on Academic Honesty. The Executive Committee reviewed the policy approved by the Judicial Policy Board and felt it was of such significance to the faculty that the Senate might want to review and debate it. Professor E. P. Catts stated that although the Judicial Policy Board is charged to set policies, the academic honesty policy was vague in places and concerned much activity in the way examinations would be presented, and as a senator, brought the policy to the Senate floor for discussion.

Professor Lawrence Duggan, Chairman of the Ad Hoc Task Force on Academic Honesty, reviewed the history of the document and sections of the recommended report which were not adopted by the Judicial Policy Board.

Professor Edward E. Schweizer made a motion to reject the policy adopted by the Judicial Policy Board and to retain the two-page academic honesty policy as printed in Student Guide to Policies.

Upon a call for question, with seconding, the Academic Honesty Policy was defeated.

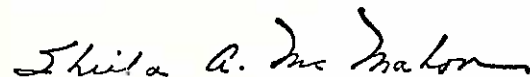
Professor Smith moved that the document be included in the minutes of this meeting. The motion was seconded and carried. (Attachment 2)

Professor Gordon R. Bonner made a motion to return the document to the Judicial Policy Board with the suggestion that they specify penalties and seek the advice from interested faculty regarding a modified report. The motion was seconded.

Professor Robert N. Hill made a motion to amend Professor Bonner's motion by instructing the Judicial Policy Board to add in an appropriate place, a statement that a student found guilty of cheating would be suspended. His motion was seconded but when put to a vote failed.

The main motion to send this policy back to the Judicial Policy Board passed.

The meeting adjourned at 5:05 PM.



Sheila A. McMahon, Secretary  
University Faculty Senate

FACULTY PARTICIPATION IN  
BOARD OF TRUSTEE COMMITTEE MEETINGS

Be it resolved that the Senate recommends to the Board of Trustees that in order to obtain responsible and quality advisement from faculty representatives to the Trustee Committees, the faculty representatives be provided in advance with an agenda of the meeting together with full information relevant to matters where advisement is expected. Full information is understood to mean information as full and as timely as that received by the Trustee members of the Committees.

Be it further resolved that faculty representatives to Trustee committees shall be bound by the same constraints of confidentiality concerning matters either documented or discussed as bind the Trustees themselves.

Be it further resolved that a copy of this resolution be sent to all faculty representatives to Trustee Committees at the time of their appointment.

Bill/Res. No. S.R. 89

Approved by

UNIVERSITY FACULTY SENATE

Date November 4, 1974

POLICY ON ACADEMIC HONESTY

(APPROVED SEPTEMBER, 1974 BY JUDICIAL POLICY BOARD)

A. TO THE STUDENTS

Academic dishonesty, whether in the form of cheating on examinations or plagiarism on papers, is a most serious offense within and against the University community. It is but one form of theft and deception, both of which work to destroy that foundation of trust on which depend not only the operation of any society, but also relationships between individuals. Those who cheat harm themselves because they deprive themselves of the educational benefits they would otherwise have derived; they mock the investment and trust society has placed in them and the very principles by which society must exist; and they render an injustice to their fellow man because they have stolen what is not theirs and granted themselves an unfair advantage. Those who do not cheat should therefore be greatly concerned if only because they are hurt by those who do; hence, they should not tolerate it in their midst. Finally, every student has the responsibility to acquaint himself with University policies on cheating and plagiarism as set forth in the Student Guide to Policies.

B. TO THE FACULTY

1. At the beginning of each term, faculty members should clearly explain to their classes what is meant by plagiarism and cheating. Students should be warned of the seriousness of plagiarism and cheating, and be referred to the statement on these issues found in the Student Guide to Policies. In addition, faculty members should specifically explain the academic penalties which may be levied on those found guilty of academic dishonesty. A warning against plagiarism should be made at the time of assignment of major papers, and it is strongly recommended that warnings against cheating precede examinations.
2. Do not leave classrooms during the administration of an examination.
3. Try to seat students alternately during examinations, especially final examinations. The scheduling office already tries to arrange final exams to permit alternate seating and should therefore be notified when it has not; but you may also request the use of an empty classroom for the administration of hour exams during the semester.
4. If alternate seating does not prove practicable in some cases, and if you use multiple-choice exams, try to use alternate-form testing procedures. The committee has been informed that the computer can produce alternate forms of tests.
5. Where possible, give essay exams. The committee is concerned about the widespread use of multiple-choice exams because they lend themselves more easily to cheating.

6. Do not leave students' papers outside your office doors where they can be picked up and used by other students.
7. Make clear your own policies on matters on which there may exist lack of clarity or agreement, e.g. whether you regard as dishonest a student's submitting in your course a paper which he prepared for another course.
8. It is recommended that a question concerning faculty attitude toward academic dishonesty be included in the instructor evaluation with a cross-check included in the faculty questionnaire.

The implementation of these suggestions directly depends on the cooperation, above all the financial cooperation, of the administration of the University, to which the committee consequently directs the following section.

C. TO THE ADMINISTRATION

It is the responsibility of the administration to acquaint students and faculty with their obligations, to insure that they observe their obligations, and to establish sufficient safeguards to reduce the possibilities for cheating. This will require a financial commitment from the administration. The committee recommends in particular the following:

1. In the Freshmen Orientation Program state clearly University policies on cheating and plagiarism.
2. Incorporate in the revised edition of the Faculty Handbook the pertinent section from the Student Guide to Policies on cheating and plagiarism.
3. Abolish the sale of bluebooks in the Bookstore and establish University control of official, stamped bluebooks to be administered by the departments and their faculty at the time of examinations.
4. Move toward implementing the already-existing guidelines on the use of proctors, on the ratio of 1 proctor for every 25 students, to supervise the administration of exams, particularly of final exams.
5. Provide facilities for the alternate seating of students in exams, especially finals. This might require the use of gymnasias.
6. Attempt to eliminate very large classes, which are noticeably susceptible to cheating on a large scale; or provide adequate secretarial services so that the alternate/form tests can be employed; or provide adequate numbers of readers so that faculty members teaching large courses can rely more on essay and less on multiple choice exams.