



FLORIDA STATE UNIVERSITY  
FACULTY SENATE

MINUTES  
FACULTY SENATE MEETING  
WEDNESDAY, APRIL 13, 2022  
FSU ZOOM  
3:05 P.M.

**Regular Session**

The regular session of the 2022-23 Faculty Senate was held on Wednesday, April 13, 2022. Faculty Senate President Eric Chicken presided.

The following members attended the Senate meeting:

T. Adams, P. Aluffi, E. Alvarez, J. Ang, E. Bangi, A. Barbu, C. Barrilleaux, C. Barry, H. Bass, R. Baumbach, W. Berry, M. Blaber, M. Bourassa, A. Boutin, R. Bower, M. Buchler, M. Bukoski, U. Bunz, J. Calhoun, E. Chassignet, E. Chicken, E. Coleman, R. Coleman, S. Daniels, L. Debrunner, M. Duncan, F. Dupuigrenet, D. Eccles, V. Fleury, S. Foo, K. Gallivan, G. Gerard, J. Geringer, M. Gonzalez-Backen, R. Goodman, T. Graban, A. Gunjan, W. Guo, W. Hanley, P. Hoeflich, R. Hughes, P. Iatarola, K. Ishangi, S. Johnson, E. Kim, J. Kimmes, A. Lemmon, S. Lester, E. Loic, G. Martorella, P. Maurette, A. McKenna, Y. McLane, J. McNulty, C. Moore, E. Murphy, C. Owens, J. Palmer, E. Peters, D. Pifer, J. Proffitt, Q. Rao, A. Rassweiler, R. Roberts, N. Rogers, E. Ryan, C. Schmertmann, H. Schwadron, T. Somasundaram, D. Soper, J. Standley, O. Steinbock, E. Stewart, A. Stiegman, R. Stilling, B. Stvilia, M. Swanbrow Becker, Y. Tang, G. Tyson, D. Whalley

The following members were absent. Alternates are listed in parenthesis:

T. Alrecht-Schoenart, C. Ann Badde, D. Armstrong, S. Ballas, D. Bish, B. Birmingham, E. Brookshire Madden, D. Brozterman, J. Chanton, I. Chiroescu, B. Coggeshall, A. Dewan, D. Gussak, M. Hanline, E. Hiliniski, C. Hofacker, B. Howren, K. Jones, A. Khurshid, M. Killian, W. Li, M. Mack, R. Morris, J. Ohlin, G. Ostrander, M. Porter, B. Sults, K. Ueno, A. Volya, Z. Yu.

**I. Approval of the Agenda, April 13, 2022 meeting**

President Chicken proposed a modification to the agenda and presented it to the Senate. The agenda was modified and approved.

**II. Approval of the Minutes, March 23, 2022 meeting**

The minutes were approved as distributed.

**III. Special Order**

**a. Election of the Faculty Senate President, Arda Vanli, Chair of Election Committee**

- **Arda Vanli, Election Committee** – explained the procedures for the election of the Faculty Senate President. He opened the floor for nominations.
- **Erin Ryan, Law** – nominated Eric Chicken.

- **Arda Vanli, Election Committee** – hearing no objections, **Eric Chicken** was reelected as **President for Faculty Senate**.

#### IV. Special Order

##### a. Election of the Faculty Senate Steering Committee, Arda Vanli, Chair of Election Committee

- The Steering Committee consists of seven members, only one member will be continuing their term. Six seats need to be filled. The nominations were: Todd Adams, Enrique Alvarez, Bridgett Birmingham, Amy Boutin, Joe Calhoun, Roxanne Hughes, Amy McKenna, Jennifer Proffitt, Nancy Rogers, Devin Soper, Jayne Standley. No nominations received from the floor.
- A practice poll was sent out. No issues brought up.
- **Bridgett Birmingham, University Libraries** – asked how people need to vote.
  - **Arda Vanli, Election Committee** – no minimum number of people to vote.
  - **President Chicken** – confirmed there is no minimum for participation.
  - **Gary Tyson, Arts & Sciences** – reminded the Senate that there had to be a quorum though.
  - **Arda Vanli, Election Committee** – confirmed we had a quorum.
  - **Marilyn Young, Parliamentarian** – according to the bylaws, as long as there is a quorum and all that is needed is a majority of those present in voting.
- **Arda Vanli, Election Committee** – reminded everyone to check their spam and junk folders for the email. He also stressed that each senator can only vote once. The Senators were given 5 minutes to vote.
- The elections took place via a Qualtrics survey. The survey was sent via email to Senators during the zoom meeting.
- **Arda Vanli, Election Committee** – confirmed that we had six clear winners in the first round of voting, so no second round needed.
- **The following were elected to the Steering Committee: Todd Adams, Enrique Alvarez, Bridgett Birmingham, Roxanne Hughes, Jennifer Proffitt, and Nancy Rogers.**
- **President Chicken** – thanked Arda Vanli for his service, this was Arda's last term as Chair of the Election Committee. Senate then moved along with the agenda.

#### V. Special Order

##### a. Budget Report, Kyle Clark, VP Finance and Administration (Addendum 1)

- VP Kyle Clark provided a PowerPoint slide along with his presentation on the University's Budget and the outcomes of the legislative session.
- He started his report with a summary of the different types of funds the University received.
- He stated the current year appropriation is \$577 million in state support, which is money from the state of Florida. FSU also has an additional \$225 million, that is education general funds, these are tuition and fee funds that our students pay in. If we don't enroll students, we don't have this money. These funds are contingent upon FSU generating them locally.
- Kyle Clark continued by listing all the current budgets. Designated is around \$81 million,

the Auxiliary fund is around \$288 million, Debt Service is around \$28 million, Restricted is \$570 million, Capital Projects is around \$287 million, and lastly Component Units is around \$112 million.

- Kyle Clark moved on to discuss the Operating Budget. Around 26% of FSU's operating budget comes directly from the State of Florida in terms of the direct appropriation. Tuition and fees are another 10%. The next largest fund group are restricted funds which make up over 26% of FSU's operating budget, followed by auxiliary funds, and then capital projects.
- In terms of new funding, FSU received from the legislature around \$17 million in new E&G funds for various institutes, tuition adjustments, health insurance adjustments, etc.
- Next Kyle Clark addressed the Component Units. Boosters is the largest. The University has a total of about \$159 million. Kyle Clark provided a breakdown of these Component Units and their budgets via presentation.
- The construction budget is about \$287 million. We had asked to delay some projects in the past, but we now see an uptick in these projects. A current list of construction projects and their budgets was provided. See presentation.
- Kyle Clark moved on to speak on House Bill 1261 (STEM Waivers. This was state implemented. This bill provides 50% tuition and fee waivers for upper-level courses and programs of strategic emphasis. A state allocated list of programs and fields was provided in the presentation. He noted there is no funding for the summer program in 2022. This has been corrected by the legislature for future programs though.
- The next topic was the state's Remuneration of Faculty. For Faculty there is now a cap of \$200k on state-funded salaries that are paid out of education general support funds. Kyle Clark has been working with the provost to identify other fund sources so that Faculty pay is not impacted.
- Note there was no change to undergraduate tuition and fees from 2021 to 2022.
- A budget timeline was provided and explained. Kyle Clark also noted where FSU currently sat on that timeline.
- Kyle Clark finished his presentation and stated he would provide a copy of the PowerPoint.
- **President Chicken** – opened the floor for questions, none were posed.

## VI. Report of the Steering Committee, Erin Ryan

- President Chicken noted that Senator Erin Ryan was having technical difficulties. They will revisit this item later.
- Senator Erin Ryan was able to reconnect later in the meeting.
- Erin Ryan started by welcoming the new members and returning members of the Senate. She noted that this is a legislative body of the University that is charged with maintaining academic policy, maximizing the intellectual resources of the university, and weighing in on any subject of interest to the wider FSU community.
- The Senate is one of the constituent bodies of the State University System Advisory Council of Faculty Senates, which is comprised of the leaders of the Faculty Senate of all twelve Universities in the system, which advises the Board of Governors and the legislature with faculty perspectives on matters of importance to public higher education.
- Erin Ryan noted that we are currently electing members of the executive committee of the Senate, which FSU calls the Steering Committee. The Steering Committee meets weekly to help manage

the business of the Senate and oversee the work of our committees. The Steering Committee also consults with our administrative partners. The Steering Committee business is the information the Steering Committee Chair presents at the beginning of each Senate meeting.

- **Erin Ryan continued with a motion to formally approve the dates of the Senate Meeting for 2022-23, that had been distributed. Erin asked if she needs a second.**
  - **President Chicken confirmed no second is needed since this is coming from the Steering Committee. President Chicken moved the motion into discussion. No discussion was heard, so by acclamation the Senate dates were approved.**
- Erin Ryan continued with noting that the recommendations provided by the Faculty Senate Task Force on Sexual Harassment had been passed on to the President and the Board of Trustees. The groups should be meeting soon to discuss these recommendations.
- The Steering Committee also discussed productive meetings between President McCullough's Cabinet and the Faculty Senate Sustainability Committee and how to move forward on the proposal heard in March. VP Clark shared some of that progress that the Facilities Team has been doing to improve our sustainability footprint. There will be an upcoming meeting with the VP of Research Leadership Team.
- The Steering Committee has met with President McCullough, Provost Jim Clark, and VP Janet Kistner and discussed the importance to faculty of continuing FSU tradition of strong shared governance into this new administration. This message was warmly received.
- The Steering Committee also discussed the voluntary Ideological Diversity Survey that all State University System students and faculty, and staff have been invited to participate in. Returning senators should recall that this survey legally required by HB 233, which also authorized students to record class lectures and prohibited universities from shielding students from points of view that make them uncomfortable. The union has challenged the legality of the survey and other parts of HB 233. The Faculty Senate itself took no position on whether faculty should participate, leaving that to the judgment of individual faculty. However, we did share our concerns with the President.
  - One issue brought to our attention was that the survey appeared to not to have gone through any form of IRB review before it was distributed to community members. This means it would violate FSU policy and that of our sister institutions.
  - According to press reports, and presumably to protect the anonymity of those taking the survey, the survey appears to lack a mechanism to ensure that only university students and staff can take the survey and that participants only take it once. Florida newspapers reported that links to access the survey were widely distributed to non-state university system affiliates, and it appears they can take it multiple times, compromising the integrity of the collected data.
  - Moreover, we raised the concern that the survey asked whether takers felt uncomfortable sharing political points of view, without considering the possibility that it may be the survey itself that would cause the survey taker to feel political discomfort.
- Erin Ryan concluded that this will be her last senate report as Chair of the Steering Committee.
- President Chicken opened the floor for questions.
- **Matthew Lata, UFF** – thanked Erin for her report and confirmed there is a lawsuit against the bill that established the survey. The state's attempt to have the lawsuit dismissed was denied which means it will go to trial in September.
- No more questions were posed. President Chicken moved onto the next item.

## VII. Announcements of the President of the University

- President Chicken confirmed no announcements from President McCullough as he could not attend today's Senate.

### **VIII. Reports of Special Committees**

- President Chicken confirmed no report, as the Senate does not currently have any special committees.

### **IX. Report of the Standing Committee**

- President Chicken stated there were no reports from Standing Committees at this time.

### **X. Unfinished Business**

#### **a. Minimum Usage Policy, Liz Jakubowski, Chair of University Curriculum Committee**

- Liz Jakubowski started this was a policy that had temporarily been put in place during the pandemic, and we are moving to recommend both a recommended minimal usage policy and a strongly suggested policy.
- The Required Minimal Learning Management System \*(LMS) Usage states that all instructors teaching through any means are required to use a university approved learning management system for the following purposes: distributing and storing the student course syllabus, any syllabus updates, and posting all course grades. All grades must be maintained in a way that ensures FERPA compliance. Please note that individual departments schools and colleges may require use of other features or of any university approved FERPA compliant reporting tool for which the university has a contract. The only exceptions would be courses that are set up as individual academic experiences, e.g., internships, DIS, supervised research, supervised teaching, preliminary exams, thesis or dissertation credits, etc.
- Liz Jakubowski continued that the reason for the policy is the importance of maintaining the syllabi for multiple semesters or years. The Faculty Handbook states that the syllabi for each course should be kept on file within the department or unit for a minimum of two years, or until the unit has determined the syllabus is obsolete. This policy would enable the department or the unit to meet that expectation. Also, when an instructor is unable to complete teaching obligations, then the syllabus would be available to the substitute.
- In terms of grades, there are two sets of information available through the registrar's office that talked about the records that must be maintained for FERPA and grades are considered an educational record, note this includes all grades assigned to a student to reach that final grade.
- Liz Jakubowski noted that any written feedback on work should be posted and provided through the learning management system. The idea is to make sure student grades are protected and avoid other students from seeing them.
- Another example provided was with participation/ attendance, if this is part of your grade and it is consequential, we have look for ways to inform students on a regular basis of this portion and not wait until the end of the semester.
- A third example is when an instructor is unable to complete their teaching assignment, if grades and information are held in the learning management system, then department chairs, unit leaders, etc., can access them and complete the semester.
- With the increase in cyber-crime and identity theft, the purpose is to minimize theft of or access to grades.

- The Recommended Minimal Learning Management System (LMS) Usage strongly encourages the use of this system for posting announcements, use of the calendar for informing students of deadlines for submitting work, providing access to all course materials, scheduling Video, Web conferencing, etc.
  - This ensures that students who are geographically dispersed, asynchronously, or synchronously, they all have access to course content. It provides uniformity across all students. This also provides an extra layer of security.
- **Liz Jakubowski** – concluded with the suggestion of voting on these two pieces separately. One being the required and then the other being the recommended.
- **President Chicken** – what we have is a motion to approve the proposal from the University Curriculum Committee and as a standing committee it doesn't need a second, so President Chicken opened the floor to discussion.
- **Charlie Hofacker, Business** – questioned the phrase “all grades.” He inquired if this meant faculty now must make known to the student the score on individual components of a test. For example, say there are five components in the syllabus two test, two assignments, and one project. Does this mean that the five grades would be sufficient?
  - **Liz Jakubowski, UCC** – replied this means whatever the grade is for the test as well as any feedback or comments on that test, or on those students work. The mission is that the student would have access to this information during a semester, not just at the end of one. Students would be able to see what things they got wrong, what the correct answer might have been, or comments on their written pieces that they responded to.
- **Charlie Hofacker, Business** – second question this implies that, for example, Office 365 Products, OneDrive and Excel, are not FERPA compliant, but my understanding is that they have been vetted by university lawyers for FERPA compliance.
  - **Jennifer Buchanan, Faculty Development and Advancement** – replied that those products are not Learning Management Systems.
  - **Charlie Hofacker, Business** – clarified that there may be many faculty using Excel to note how students are doing during the semester. Canvas does not do a very good job of calculating grades mid-semester, and faculty have been instructed to turn off the final score part, because it gives students a misleading impression. The confusion lies with if we can still use Excel or not for our own recorded keeping purposes.
  - **Robert Fuselier, Director Office Distance of Learning** – excel for your own personal notes is fine but distributing the grades via excel would not be okay. When grades are shared with students, they should be done in a FERPA compliant way. However, we would need to have others weigh in on using Office 365 and how compliant that is to send information back and forth through.
- **Charlie Hofacker, Business** – last question or concern for this FERPA complaint “mandate.” Will there be help for faculty as some will have to switch their workflow and/ or habits?
  - **Robert Fuselier, Director Office Distance of Learning** – confirmed that there would be help if needed.
- **Todd Adams, Arts & Sciences** – spoke against the strict interpretation of ALL grades being stored there. Some faculty use a Personal Response System which may have an entry per

class period, which may be 45 grades that would have to be transferred from PRS to canvas each time.

- **Liz Jakubowski, UCC** – asked if those PRS scores feed into the final grade.
- **Todd Adams, Arts & Sciences** – replied that some use it, some don't. The percentage of the grade it accounts for varies per faculty.
- **Gary Tyson, Arts & Sciences** – agreed with Todd Adams and noted that while editing statements during a Senate meeting is not ideal, he would like to propose that we change “posted all grades” to “all posted grades,” and this would alleviate the issue.
- **Liz Jakubowski, UCC** – reiterated that the spirit of this is that we make sure there is a way for students to stay informed of their progress towards their final grade, and that the method used is FERPA compliant.
- **President Chicken** – asked if Liz Jakubowski's would take this proposed amendment as a friendly amendment. Liz Jakubowski said she would. President Chicken confirmed that this means it does not need a vote and we can proceed with discussion.
- **Erdem Bangi, Arts & Sciences** – also asked about which grades need to be posted. Some faculty use iClicker Systems, where students answer on their phones, and they immediately get their answers back. Will this now against this policy?
  - **Liz Jakubowski, UCC** – asked if those grades are being used to calculate the final grade and are those grades added to canvas?
  - **Erdem Bangi, Arts & Sciences** – confirmed that was true.
  - **Liz Jakubowski, UCC** – believes that this will be compliant with this policy.
  - **Erdem Bangi, Arts & Sciences** – wanted to note again that the wording in the policy is confusing.
  - **Liz Jakubowski, UCC** – reiterated that all course grades means, for example, if there are five things that count toward a final grade, say, three exams, class participation and class assignments, then there should be five categories in the Canvas gradebook that reflect those items. Class assignments is an example of those things that should be continuously updated based on how that student is doing.
- **Jane Standley, Music** – agrees with the faculty that are against the strict interpretation. She noted the diversity of the university and that there has been no discussion on the area of performance evaluation. She stressed that not everything is a letter grade or a point toward a letter grade.
  - Jane Standley continued that she noticed internships are excluded, and many performance-based courses are like internships being evaluated with instantaneous feedback.
  - She does believe that students deserve to know where they stand but having points or letter grades assigned will be a very limited way of accomplishing this.
  - She again stressed that some performance-based courses have a great deal of one-to-one, interpersonal feedback that is extremely critical to the success of an internship.
  - Jane concluded that she believes it is a mistake to have this stringent definition due to the diversity of people, and the individuality with which they grade.
- **Kathryn Jones, Arts & Sciences** – agreed with all that has been said. She noted, with any sort of complex course participation, where things are weighted differently, etc. that this

would be hard to implement. It seems like we are opening up the possibility for a lot of issues to come up in terms of has the policy been fulfilled or not.

- **Joe Calhoun, Social Sciences and Public Policy** – had two quick comments, one regarding the clicker systems, both iClicker and Top Hat are FERPA complaint. He stated both could be set up and to have them feed your overall top header score into Canvas gradebook, this would put everyone using them in compliance of this policy. He also noted that if the student wants the detailed day to day, they can log into their iClicker, Top Hat account and get those details.
    - Joe Calhoun continued that perhaps there could be an opt-out clause, where if you have a class similar to what Jane Standley described, you could appeal to the committee or whoever we set up for the appeals, and that would allow those courses to do something a little bit different.
    - **President Chicken** – asked if Joe Calhoun was proposing an amendment.
    - **Joe Calhoun, Social Sciences and Public Policy** – this was not meant to be presented as a formal amendment, it was just a point of discussion. He noted that maybe most classes could easily adhere to this rule, but to allow for the diversity across our campus, maybe we should have an opt-out option.
  - **Liz Jakubowski, UCC** – liked Joe Calhoun's suggestion. The committee does recognize the scope of the different courses and the many ways faculty grade these courses. This policy was to simply state and continue what was done during the pandemic, when the learning management systems were used to provide feedback to the students.
  - **Jane Standley, Music** – wanted to note that during the pandemic she used zoom for the kind of feedback that is being discussed. She wanted to speak against the amendment today. She believes we can have a general requirement that allows for diversity.
  - **Jane Standley, Music** – **proposed this be postponed so the concerns discussed today can be addressed.**
  - **President Chicken** – asked for a second.
  - **Bridgett Birmingham, University Libraries** – **second the proposal to postpone.**
  - **President Chicken** – asked for a discussion on the proposal to postpone.
  - **Ulla Bunz, Communication & Information** – argued against postponing. She believes the amendment made will cover faculty. Faculty can choose what they want to post or convey orally.
  - **Patrice Iatarola, Education** – agreed with Ulla Bunz, she was against postponing.
  - **Gary Tyson, Arts & Sciences** – noted that the discussion after the amendment, has added some confusion for him. He supported the postponement.
  - **President Chicken** – **closed discussion and launched a poll to postpone this discussion. Postpone passed.**
  - **President Chicken** – Thanked Liz Jakubowski for all her service and wished her good luck with her retirement.
- b. **Syllabus Review and Course Change Processes** – **Ulla Bunz, Communication & Information (Addendum 2)**



- Ulla Bunz started with the statement that her comments on the challenges with curriculum are not people issues, it is a system and process issue. Ulla Bunz provided a document that showed the various processes for requesting courses at FSU and helped highlight the issues with the process.
- One challenge FSU faces is the software. The software is out of date, not user friendly, does not communicate well with other systems, etc. Ulla Bunz did note she has heard that other software's are being looked into and researched on. She expressed her appreciation that the registrar's office had investigated new systems and software.
- Another issue is the process and procedures currently used. FSU's process and procedures do not line up with the software we currently use, and this causes things to bottleneck.
- Ulla Bunz wanted the Senate to know that VP Janet Kistner had put together a committee to review the software for the curriculum process. Ulla Bunz believes there needs to be more faculty on this committee. She continued that the committee needs to also review the process and procedures of curriculum, while they review new software. FSU needs to make sure the software can be flexible, given the variety and diversity of the campus. She concluded with asking for volunteers for this committee.
- **Janet Kistner, VP Faculty Development and Advancement** – added that she appreciated Ulla Bunz comments and welcomes faculty experience on the committee. The goal is to resolve this as quickly as possible, as everyone involved knows we have a problem that will only get worse.

## **XI. New Business**

### **a. Academic Honor Policy – Amy Guerette, Chair of Academic Honor Policy Committee (Addendum 3)**

- Amy Guerette started with a PowerPoint slide presentation that provided some statistics and then she presented the proposed policy revision.
- She provided history since Fall 2016 to current terms, broke down by semester, showing the numbers for Step 1 Agreements, number of Referral to Contest Sanctions, numbers on Step 2 Hearings, Administrative Case Resolutions, types of violations, as well as types of sanctions.
- Amy Guerette moved on to the Proposed Policy Revisions that she came to present today. There are three goals. First goal is to ensure both student and faculty really understand the policy. Second goal is to enhance the educational nature of the policy itself. The third goal is to better align the terminology or the process with the Student Conduct Policy.
- Amy Guerette then continued to discuss each revision one by one.
  - The first revision is a new statement that clarifies the scope of the policy. This does not include the admissions process.
  - The second revision had to do with Academic Honor Violations. We needed to make sure the examples provided were all inclusive, currently they are not. The word “attempting” has been added as part of all violations.
  - The third revision is on Student Rights. New language added to include Administrative Case Resolution terminology. Now students are allowed to report potential bias or prejudice prior to hearing. Finally, clarified that once an alleged violation is discovered, the student cannot withdraw from or drop the course.

- Other revisions were to student responsibilities which elaborated that FSU email will be the official mode of communication and students will need to check that email.
- The next revision was to define the Egregious Allegations. These include the following: coercing individuals for exams or answers, stealing or disseminating exams or answers, operating an organized schemes to help others violate AHP, altering grades, and finally graduate program milestones.
- Amy Guerette moved on to speak about the changing of some terminology. What use to be Step 1, will now be known as First Offense Cases. It begins with the Student & Instructor Resolution. The substance of this did not change, just the terminology. Next is Disputing the Sanction, which is where the student accepts responsibility, but disagrees with the proposed sanction. Then lastly the Hearing at the Student's Request, and this is when the student denies responsibility for the violation.
  - The new portion of the First Offense Cases is the Administrative Case Resolution. The ACR is an alternative to a formal AHP Hearing. These are straightforward cases where additional information or evidence is not needed, and the outcome would not be suspension or dismal.
    - Instructors must first agree to FDA offering the student an ACR.
    - Students must also agree to the ACR.
    - This process overall is much quicker.
- Amy Guerette continued with defining the terminology changes in what used to be known as Step 2. Step 2's will now be referred to as Second Offense Cases. These are cases that will follow the Academic Honor Policy Hearing Process. Then she listed the revisions out.
  - One revision was the added number of days for each step of the process.
  - Another revision clarified that the FDA administrator manages the logistics
  - Also clarified that the students will not be found "responsible" if the hearing ends in a tie vote.
  - Another revision was that sanctions may be changed by the committee if clear justification and rationale are provided in writing.
  - Under the Hearing Sanctions, dismissal was deleted. This was more of a record cleaning up item.
- Amy Guerette moved on to speak about the Records section and the changes there. It is important to note that a violation of the Academic Honor Policy, does not get reported on a student's transcript, it is a confidential record that is stored in FDA database. What we propose is that students with one violation and within one year of graduation, could petition FDA for their records to be removed from the confidential database.
  - Instructors would be asked during the initial referral whether they supported the student being eligible for early records expungement in the future.
  - Egregious cases will stay on file for five years.
  - The main reason this is an important aspect of this request is that FSU receives requests, primarily law schools, some health science programs graduate programs, etc., that asked if there was a record of academic honor violation at FSU, and those violations would possibly keep a student out of a graduate program.

- The last revision has to do with the appeals process. The point of this change was to make clear that this was not a second hearing. That new information is not presented. This is only for if there was a procedural violation, that FSU did not follow our own policy and procedures.
- It is proposed that that there will be a Faculty Appellate Officer who will replace the committee so only one person would review any appeals and it would be only under the following circumstances: violation of student rights, demonstrated prejudice, sanction is disproportionate to offense, evidence at hearing did not support the finding of “responsible.”
- Amy Guerette concluded her presentation and asked if there were any questions.
- **President Chicken – clarified that first we need a motion from a senator to accept this proposal. There was a motion confirmed and a seconded. President Chicken then opened the floor for discussion.**
- **Todd Adams, Arts & Sciences** – stated he is opposed to the expunged portion of this proposal. He noted that he depends heavily on whether the student had a previous violation. He also questioned how we would know if someone were within one year of graduation.
- **Amy Guerette, AHP** – Responded that they rely heavily on the mapping for undergraduates to figure out the graduation year and then for the graduate programs they rely on the program of study, which is on file and required at FSU. The students could only do the expungement during the senior year when they begin to apply to graduate programs. We are hoping that this encourages students to take this more seriously if they do have a first offense, that they would not engage in a second offense.
- **Patrice Iatarola, Education** – welcomed the changes, but leaned towards not expunging. She also wanted to point out that there was a recent case where the instructor was incredibly harsh and would like to know how this will be navigated and identified as an issue in future cases.
- **Amy Guerette, AHP** – responded that she hoped this would be identified during the hearing process, since there will be two faculty and two students that would hear the case and decide around if the instructor is being too harsh. The appeals process would be there as well, so if the student felt the sanction was disproportionate to the defense itself, they could be granted an appeal.
- **Will Hanley, Arts & Sciences** – supported the changes, but questioned what the sense of expunging egregious violations after five years.
- **Amy Guerette, AHP** – replied that she would have to defer to Jennifer Buchanan.
- **Jennifer Buchanan, FDA** – replied that state law on records retention is five years. However, if a violation is so egregious that it results in a permanent separation from the university, e.g., an expulsion, would still be reported on the student's transcript, and this is also a record that is stored indefinitely.
- **President Chicken – asked for any more discussion on the changes. No discussion was brought up. This proposal has been moved and seconded, and discussion just closed. The senate then moved to voting on this proposal including all the changes presented.**
- **President Chicken – voting opened, and the motion passed on the proposal.**

- **Amy Guerette, AHP** – thanked the Senate and let them know that this will now move onto the Student Senate.

**b. COACHE – Janet Kistner, VP Faculty Development and Advancement**

- **President Chicken** – Janet Kistner has stated she would agree to postpone this to the next meeting in September, in interest of time.
- **Marilyn Young, Parliamentary** – confirmed that the senate would need motion and a second.
- **President Chicken** called for a motion to move this to the September meeting. A motion and a second were made. No discussion or objections had. This will now be heard under unfinished business in the September meeting.

**XII. University Welfare**

**a. United Faculty of Florida, Florida State University Chapter, Matthew Lata**

- **President Chicken** – was asked to pass on a few notes from Matthew Lata, those notes being: bargaining is proceeding, social events are back up to speed, and that they welcomed quite a few new UFF senators.
- **President Chicken** – called for any other items of University Welfare. None were presented.

**XIII. Announcements by Deans and other Administrative Officers**

**a. No announcements presented.**

The meeting adjourned at 5:01 p.m.

Eric Chicken  
Faculty Senate President

# Faculty Senate

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KYLE CLARK ■ VICE PRESIDENT FOR FINANCE & ADMINISTRATION

APRIL 13, 2022

# 2021 – 2022 Operating Budget including the Florida Medical Practice Plan & DSO Budgets

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# Fund Definitions

- **Education and General (E&G)** – Appropriated by the State Legislature. Includes General Revenue, Tuition and Fees, and Lottery.
- **Non-E&G**
  - **Designated** – Collected or set aside for a specific purpose, including funds administered by central offices or administrative departments, along with certain student fees
  - **Auxiliary** – Primarily sales to University departments, students, faculty, staff, and others. Also includes some non-E&G student fees
  - **Restricted** – Resources whose use is limited by an external agency or donor to a specific manner, purpose, and/or timeframe
  - **Capital Projects** – Funds appropriated by the State Legislature for capital projects, along with funds transferred from within the university and from component units for capital projects
  - **Component Units** – Includes Direct Support Organization (DSO) operations, along with the Florida Medical Practice Plan

# 2021-2022 Total Operating Budget Summary

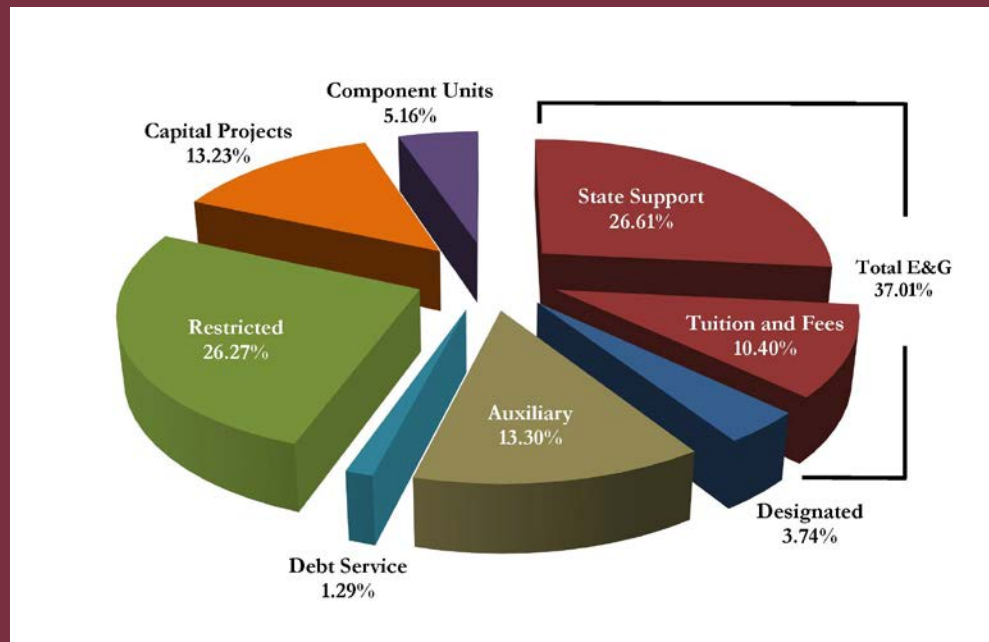
## FSU Operating Budget

	<u>2021-2022</u>
Education & General - State Support	\$577,930,951
Education & General - Tuition and Fees	225,980,551
Designated	81,307,886
Auxiliary	288,971,258
Debt Service	28,061,637
Restricted	570,517,038
Capital Projects	287,236,954
Component Units	<u>112,132,988</u>
Total	<u>\$2,172,139,263</u>



# 2021-2022 Total Operating Budget Summary

## FSU Operating Budget



# FSU Operating Budget

## 2021-2022 New E&G Appropriations

### RECURRING E&G

Institute for Child Welfare	\$10,000,000
Tuition Adjustments	7,303,378
Health Insurance Adjustments	1,778,098
Faculty Salary Reduction per House Bill 5601	(2,421,242)
<b>Subtotal Recurring E&amp;G</b>	<b>\$16,660,234</b>

### RECURRING COLLEGE OF MEDICINE

Tuition Adjustments	\$425,449
Health Insurance Adjustments	124,561
<b>Subtotal Recurring College of Medicine</b>	<b>\$550,010</b>

### RECURRING FAMU-FSU COLLEGE OF ENGINEERING

Health Insurance Adjustments	\$39,564
<b>Subtotal Recurring FAMU-FSU College of Engineering</b>	<b>\$39,564</b>

<b>TOTAL RECURRING NEW FUNDING APPROPRIATED</b>	<b>\$17,249,808</b>
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### NON-RECURRING E&G

Boys & Girls State	\$200,000
<b>Subtotal Non-Recurring E&amp;G</b>	<b>\$200,000</b>

<b>TOTAL NEW FUNDING APPROPRIATED</b>	<b>\$17,449,808</b>
---------------------------------------	---------------------

# 2021-2022 Component Units

## FSU Operating Budget

	<u>2020-2021</u>	<u>2021-2022</u>
Seminole Boosters, Inc.	\$ 43,426,000 <sup>1</sup>	\$ 96,372,000 <sup>2</sup>
FSU International Programs Association, Inc.	18,325,000	18,057,489
FSU Financial Assistance, Inc.	14,499,000 <sup>1</sup>	12,448,000
Florida Medical Practice Plan, Inc.	10,016,762 <sup>1</sup>	11,598,925 <sup>3</sup>
FSU Foundation, Inc.	10,754,827	10,794,231
FSU Research Foundation, Inc.	3,958,100	3,972,500
FSU Athletics Association, Inc.	4,046,000 <sup>1</sup>	3,546,557 <sup>3</sup>
John and Mable Ringling Museum of Art, Inc.	697,884	1,333,878
FSU Alumni Association, Inc.	808,201	1,169,375
FSU Real Estate Foundation, Inc.	137,235	139,352
FSU Magnet Research and Development, Inc.	54,360	28,860
FSU College of Business Student Investment Fund, Inc.	6,750 <sup>1</sup>	6,250
<b>SUBTOTAL COMPONENT UNIT EXPENSES</b>	<b>\$ 106,730,119</b>	<b>\$ 159,467,417</b>
 Addition to Fund Balance	 \$ - <sup>1</sup>	 \$ 339,148
 <b>TOTAL NET COMPONENT UNIT EXPENSES</b>	 <b><u>\$ 106,730,119</u></b>	 <b><u>\$ 159,806,565</u></b>

<sup>1</sup> Previous estimate has been replaced with the 2020-2021 budget.

<sup>2</sup> Includes \$46,795,000 for capital project revenues and transfers.

<sup>3</sup> The 2021-2022 budget is an estimate, and has not yet been approved by the component unit's Board.

# 2021-2022 Construction Budget

---

Student Union Expansion Phase I	\$86,730,726
Interdisciplinary Research & Commercialization Building	23,373,668
Legacy Hall - College of Business	13,269,990
Doak Campbell Stadium DAS Installation	11,000,000
Bio-One Research Facility - 2 <sup>nd</sup> floor	9,000,000
FSUS STEAM Building	6,538,668
Bio-One Research Facility - 3 <sup>rd</sup> floor	5,184,243
Center for Advanced Propulsion Systems Building	2,260,993
Hoffman Teaching Lab Renovations	1,996,352
All Others	127,882,314
<b>TOTAL DISTRIBUTION BY PROJECT</b>	<b><u>\$287,236,954</u></b>

# Budget Issues

- Performance based funding will be non-recurring to the system this year
- House Bill 1261 (Select STEM Waivers)
  - Provides a 50% tuition and fee waiver for upper-level courses in Programs of Strategic Emphasis (PSE) in STEM fields
    - Computer & Information Sciences
    - Information Technology
    - Civil Engineering
    - Computer Engineering
    - Electrical & Electronics Engineering
    - Mathematics
    - Physics
    - Management Information Systems
  - \$25M was allocated for the SUS for fall and spring semesters only
  - Final Fall Reimbursement: \$1,003,803
  - Estimated Spring Reimbursement: \$1,406,661
  - Summer semester waivers will not be reimbursed and must be covered by the institutions

# Budget Issues

- 1012.976 Remuneration of state university employees; limitations
  - Extends the current \$200k cap on state-funded salaries to include selected faculty
  - E&G budget includes the related legislative reduction of \$2.4M
  - Impacted \$4,147,491 in E&G Rate
  - Total of 83 positions, mostly 9-month faculty
  - Non-E&G budgets will be impacted as well by amounts that need to be funded outside of E&G

# 2021-2022 FSU Undergraduate Tuition & Fees

*No change since 2013-2014*

	Resident	Non-Resident
<b>Tuition:</b>		
Tuition	\$ 105.07	\$ 105.07
Student Financial Aid Fee	5.25	5.25
Capital Improvement Trust Fund Fee	4.76	4.76
Out-of-State Fee	-	481.48
Student Financial Aid	-	24.07
<b>Subtotal</b>	<b>\$ 115.08</b>	<b>\$ 620.63</b>
<b>Fees:</b>		
Athletic Fee	\$ 7.90	\$ 7.90
Activity and Service Fee	12.86	12.86
Health Fee	13.97	13.97
Transportation Fee	8.90	8.90
Tuition Differential Fee	49.59	49.59
Student Affairs Facility Use Fee	2.00	2.00
Technology Fee	5.25	5.25
<b>Subtotal</b>	<b>\$ 100.47</b>	<b>\$ 100.47</b>
<b>Total per Credit Hour</b>	<b>\$ 215.55</b>	<b>\$ 721.10</b>
<b>Student Affairs Facility Use Fee per semester</b>	<b>\$ 20.00</b>	<b>\$ 20.00</b>
<b>Academic Year (30 Hours)</b>	<b>\$ 6,506.50</b>	<b>\$ 21,673.00</b>
Academic Year (30 Hours Less Tuition Differential)	\$ 5,018.80	\$ 20,185.30

# Our Annual Operating Budget is Larger than 77 Countries

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American Samoa	Faroe Islands	Madagascar	Saint Pierre and Miquelon
Andorra	Fiji	Malawi	Saint Vincent and the Grenadines
Anguilla	French Polynesia	Maldives	Samoa
Antigua and Barbuda	Gambia	Marshall Islands	San Marino
Aruba	Gibraltar	Mauritania	Sao Tome and Principe
Barbados	Greenland	Micronesia, Federated States of	Seychelles
Belize	Grenada	Monaco	Sierra Leone
Bermuda	Guam	Montenegro	Solomon Islands
Bhutan	Guernsey	Montserrat	Somalia
British Virgin Islands	Guinea	Nauru	Suriname
Burundi	Guinea-Bissau	New Caledonia	Swaziland
Cabo Verde	Guyana	Niue	Togo
Cayman Islands	Isle of Man	Norfolk Island	Tokelau
Central African Republic	Jersey	Northern Mariana Islands	Tonga
Chad	Kiribati	Palau	Turks and Caicos Islands
Comoros	Kosovo	Pitcairn Islands	Tuvalu
Cook Islands	Lesotho	Saint Helena and Dependencies	US Virgin Islands
Djibouti	Liberia	Saint Kitts and Nevis	Vanuatu
Dominica	Liechtenstein	Saint Lucia	Vatican City
Falkland Islands			

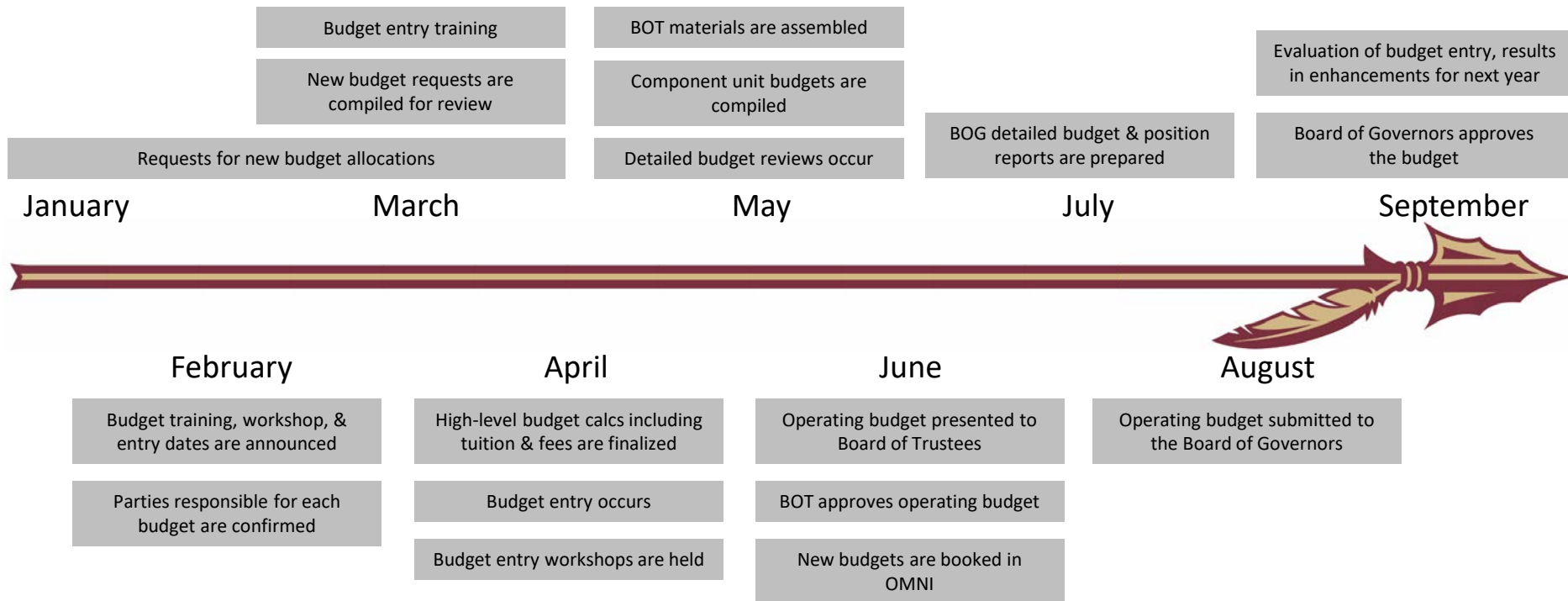


# 2022 – 2023 Budget Updates

## DRAFT – NOT FINAL

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# General Budget Timeline



# Budget Timeline

- January 11, 2022 – Legislative session begins
- January 21, 2022 – Memo submitted to campus calling for budget requests
- March 1, 2022 – Budget requests due to the Budget Office
- March 11, 2022 – Legislative session concludes
- June 22, 2022 – Board of Trustees meeting
- July 1, 2022 – New allocations provided in departmental base budgets

# Operational Funding

Operational

DRAFT – Subject to  
Change

NOT FINAL

<u>Item</u>	<u>Recurring</u>	<u>Nonrecurring</u>
College of Engineering	\$ 6,620,000	\$ -
Operational Enhancement - Conference Committee	25,000,000	-
Operational Enhancement - Senate Enhancement	20,000,000	-
Florida Institute of Politics	5,000,000	-
Operational Enhancement - Conference Committee Mag Lab	-	16,800,000
American Legion Boys and Girls State Housing	-	200,000
Prepping Institutions, Programs, Employers, and Learners Through Incentives for Nursing Education (PIPELINE FUND)	1,803,970	-
<b>Total Operational</b>	<b><u>\$ 58,423,970</u></b>	<b><u>\$ 17,000,000</u></b>

# Northwest Regional Data Center

NWRDC

DRAFT – Subject to  
Change

NOT FINAL

<u>Item</u>	<u>Recurring</u>	<u>Nonrecurring</u>
NWRDC - Student Open Access Resources	\$ -	\$ 10,800,000
NWRDC - State Data Center Management	58,670,236	184,850,007
<b>Total NWRDC</b>	<b><u>\$ 58,670,236</u></b>	<b><u>\$ 195,690,007</u></b>

# Capital Funding

Capital

DRAFT – Subject to  
Change

NOT FINAL

## Item

FSU Health Tallahassee Center

Critical Infrastructure National High Magnetic Field Lab

Deferred Maintenance

Deferred Maintenance - Panama City

## Capital

\$ 125,000,000

8,310,017

66,187,052

5,000,000

## **Total Capital**

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**\$ 204,497,069**

# 2023 Budget Entry

New Workday Adaptive Planning budgeting software is live!

The Budget Office is pleased to announce the added feature of budget review and approval by campus leaders. We are currently working with Vice Presidents to establish approver roles for the appropriate designees within each division.

## Budget Entry in Adaptive Planning

- Budget Entry: April 1<sup>st</sup> – April 24<sup>th</sup>
- Budget Approval: April 25<sup>th</sup> – May 1<sup>st</sup>

For more Operating Budget information visit:

<https://budget.fsu.edu/adaptive-planning>

# Faculty Senate

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KYLE CLARK ■ VICE PRESIDENT FOR FINANCE & ADMINISTRATION

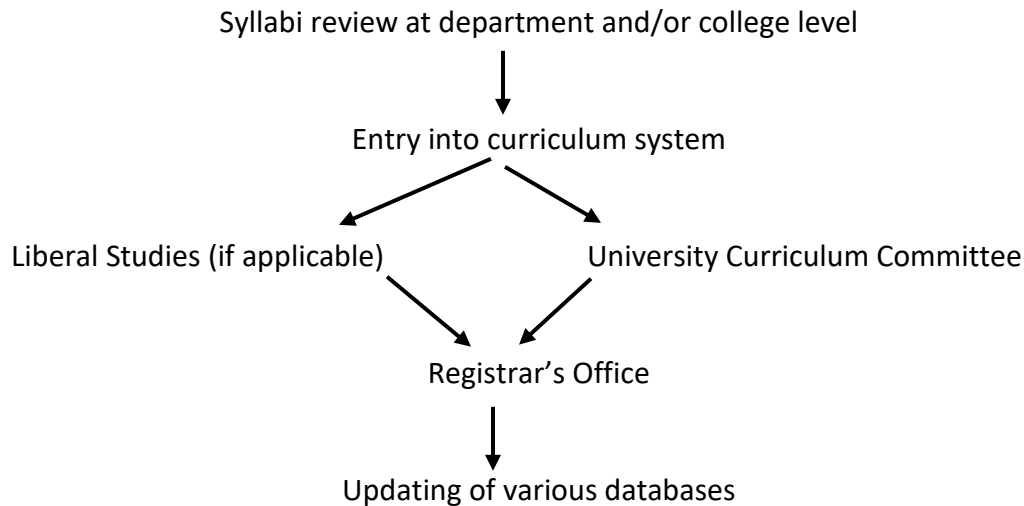
APRIL 13, 2022



## Faculty Senate – New Business, Syllabus Review and Course Change Processes

Submitted by: Ulla Bunz, School of Communication, College of Communication & Information

### Current Process:



### Multiple “challenges”:

- Processes & Procedures
    - Processing time
      - planning more than a year in advance
    - Bottlenecks
      - the same submission going through one person more than once
      - everything going through just one person, at multiple stages
    - Single-path submission
      - no distinction for type of review needed
  - Software
    - User un-friendly
      - does not provide clear tracking of process
      - does not “talk” to bulletin software, so manual transfer of course changes from system to system is needed
      - not enough faculty input was sought during development
      - uploaded syllabi are PDFs, so cannot be used as templates
      - etc. etc.
  - Goals
    - Multiple groups, multiple goals
      - Purpose of review vs. purpose of curriculum system
  - This is NOT a “people problem.”
- ➔ Seeking volunteers for a working group/committee to work with representatives from the Registrar’s and Provost’s Offices to investigate, define, and resolve these issues.



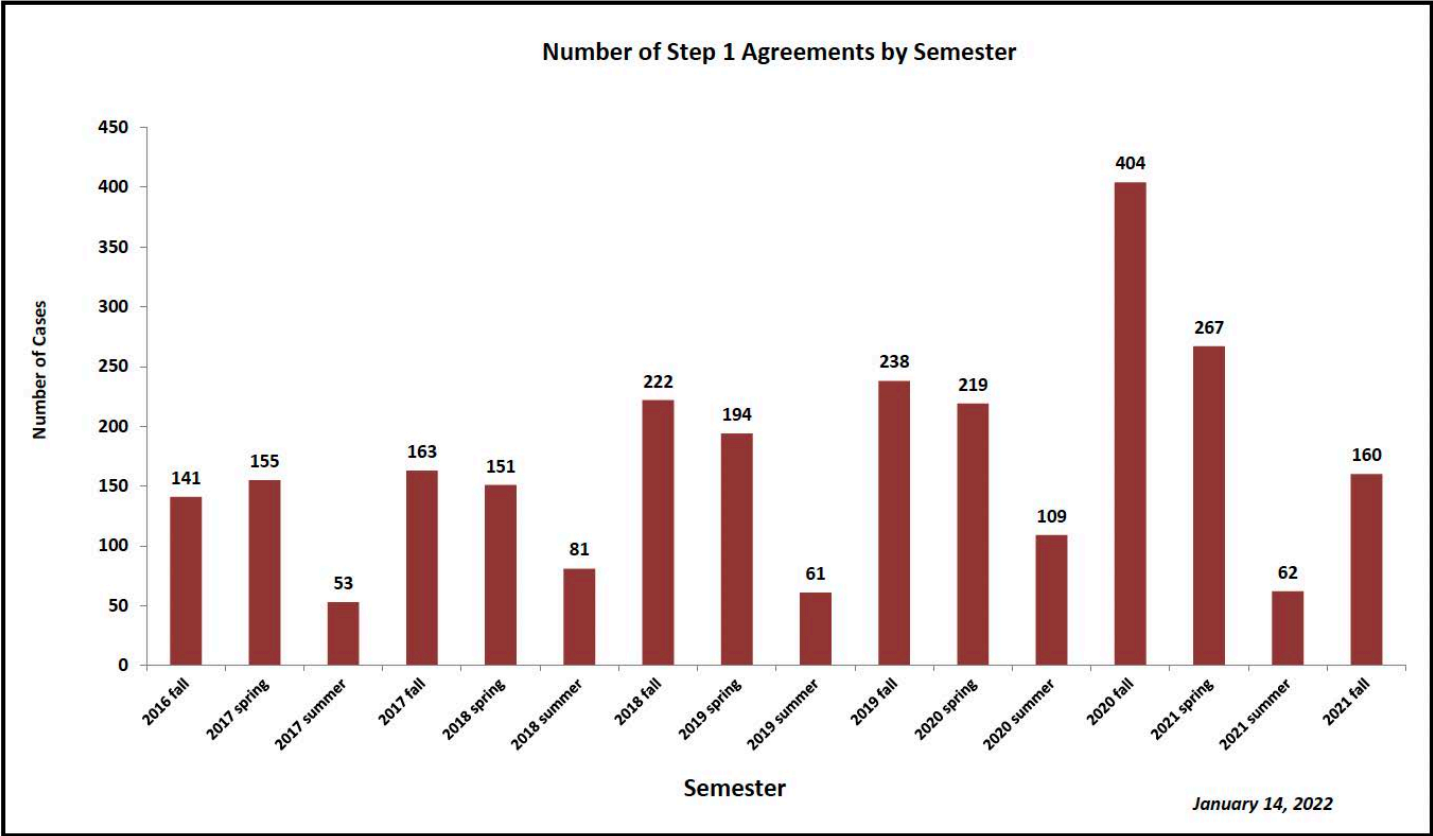
FLORIDA STATE  
UNIVERSITY

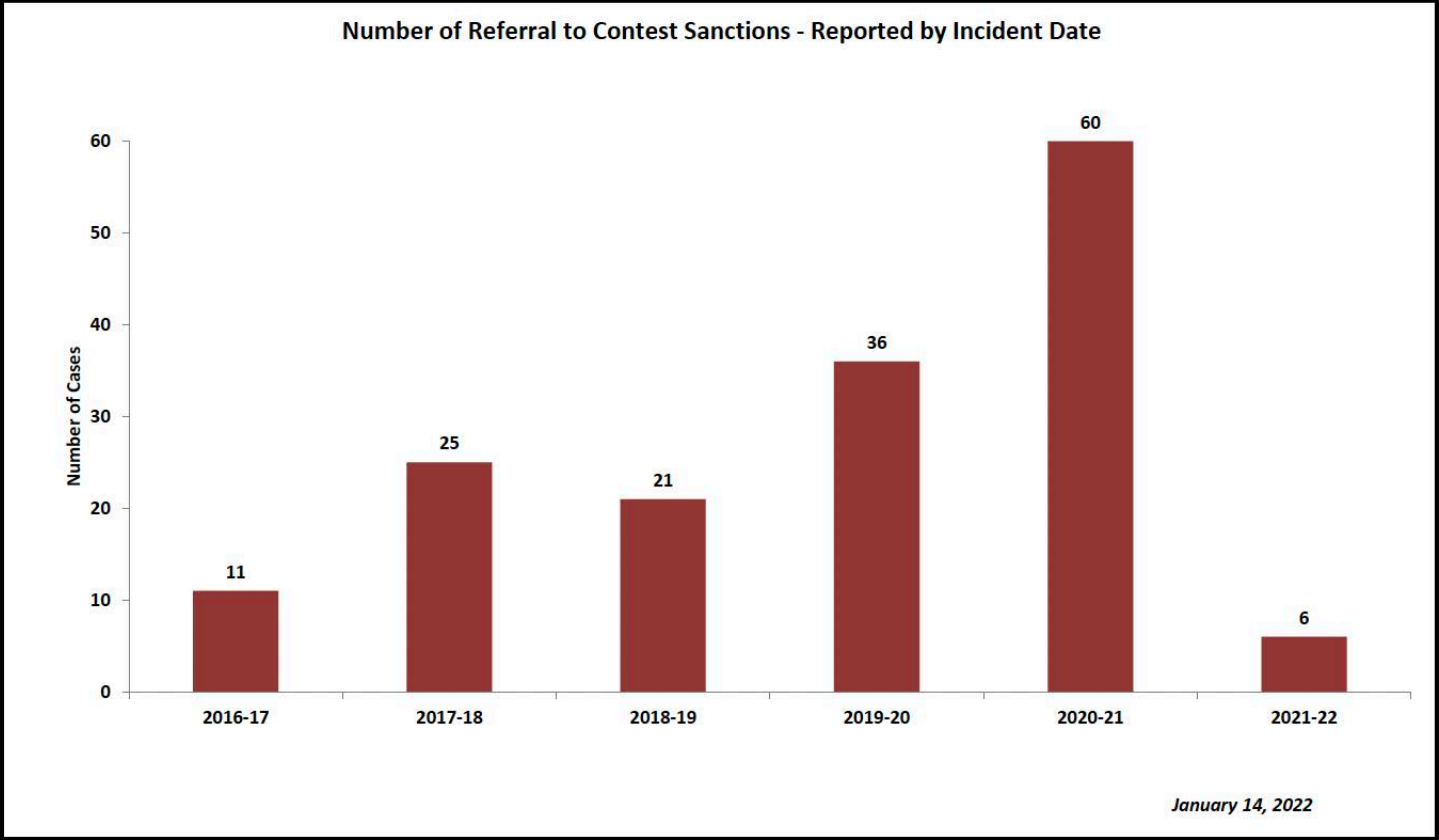
Addendum 3

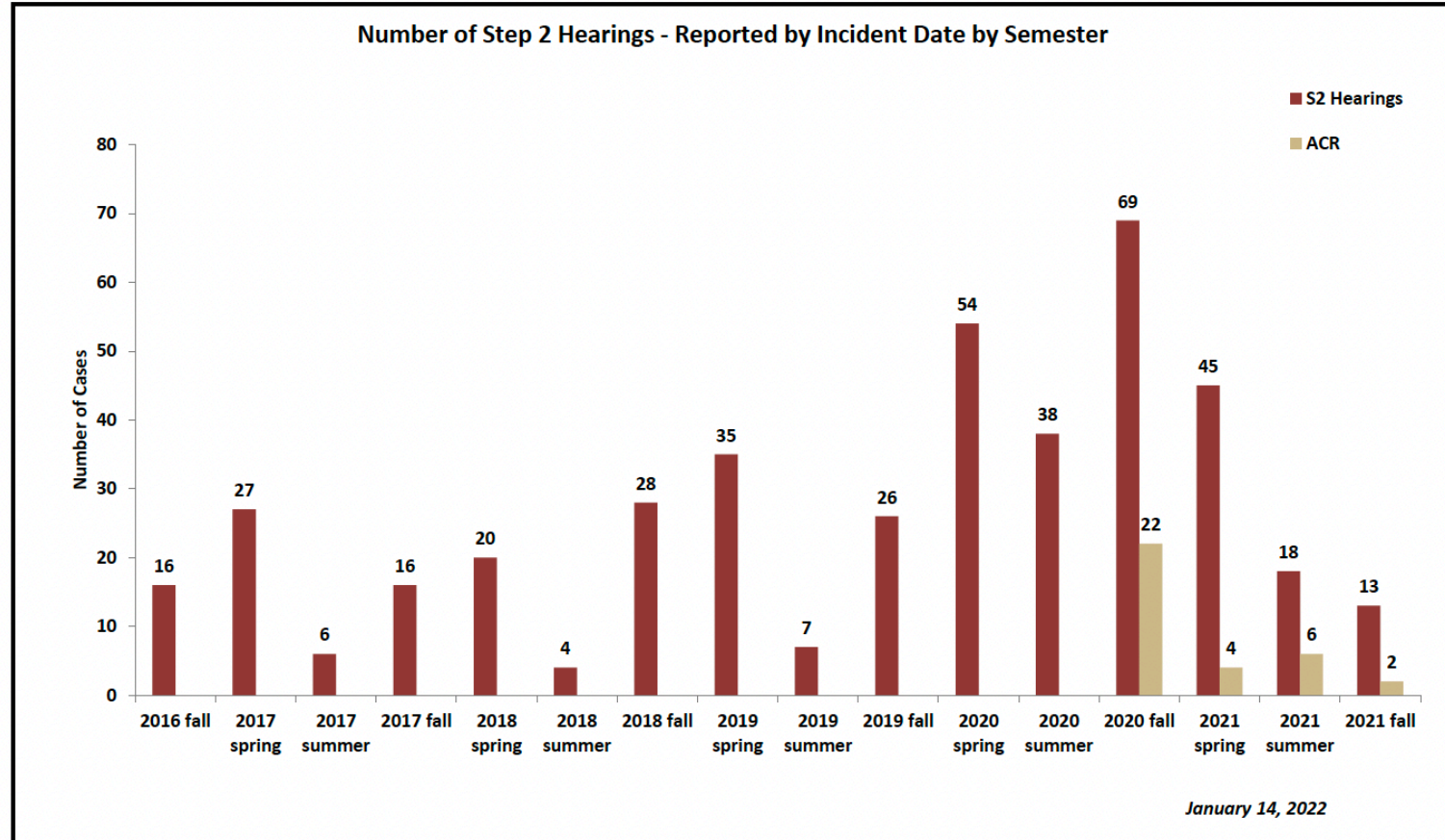
# **Academic Honor Policy Statistics & Proposed Policy Revisions**

Amy R. Guerette

Academic Honor Policy Committee, Chair  
Faculty Senate Meeting April 13, 2022

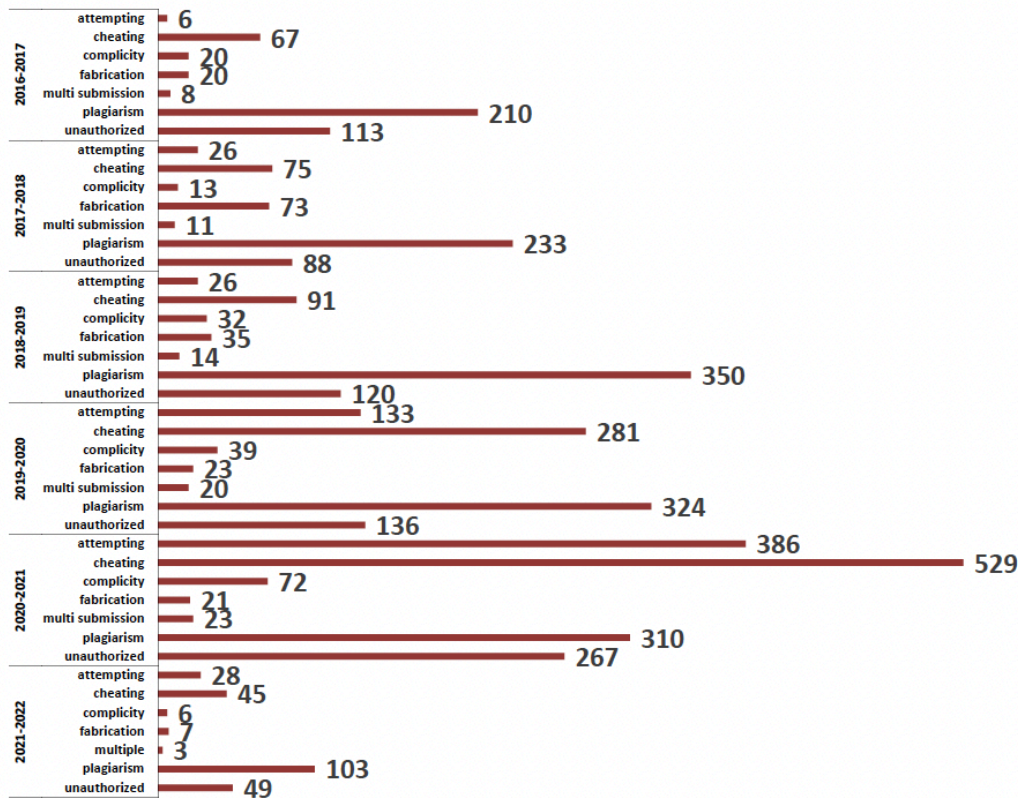






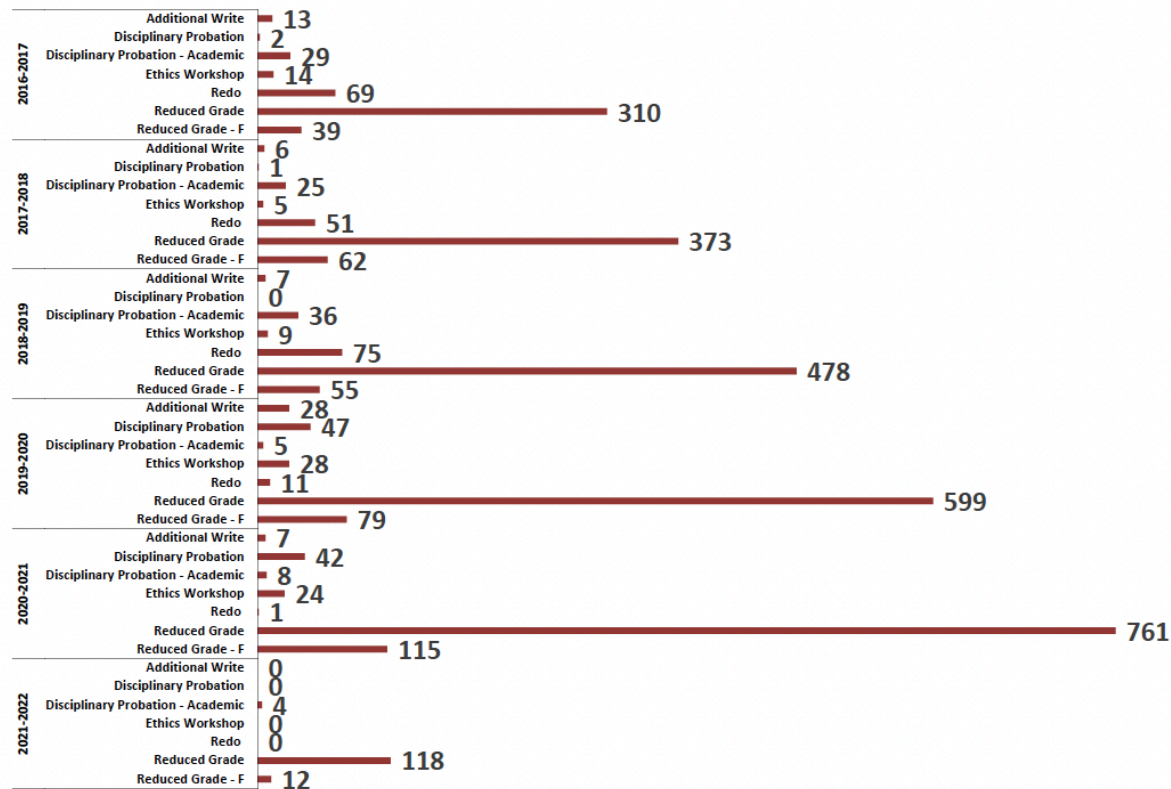


## Academic Honor Policy Violations by Academic Year





## Academic Honor Policy Sanctions by Academic Year





FLORIDA STATE  
UNIVERSITY

Addendum 3

# PROPOSED POLICY REVISIONS





# Introduction

## Page 1

- New statement clarifies the scope of the policy
- Does not include the admissions process



# Academic Honor Violations

## Page 2

- Examples provided are not all-inclusive
- "Attempting" is now part of all violations



# Student Rights

## Page 3

- New language added to include Administrative Case Resolution terminology
- #6 allows students to report potential bias or prejudice prior to hearing
- Clarifies that once an alleged violation is discovered, the student cannot withdraw from or drop the course



# Student Responsibilities

## Page 3

- FSU email will be the official mode of communication and students need to check their email



# Defining Egregious Allegations

## Page 3-4

- Coercing individuals for exams or answers
- Stealing or disseminating exams or answers
- Operating an organized scheme to help other violate the AHP
- Altering grades
- Graduate program milestones



# Procedures for Resolving First Offense Cases

## *Formerly Step 1*

- Student & Instructor Resolution
- Disputing the Sanction
  - Student accepts responsibility, disagrees with the proposed sanction
- Hearing at Student's Request
  - Student denies responsibility for the violation



# Procedures for Resolving First Offense Cases

- Administrative Case Resolution
  - Alternative to a formal AHP Hearing
  - Straightforward cases where additional information or evidence is not needed, and the outcome would not be suspension or dismissal
  - Instructors first agree to FDA offering the student ACR
  - Students are provided ACR as an alternative to a hearing



# Procedures for Resolving Second Offense Cases

## *Formerly Step 2*

- Academic Honor Policy Hearing Process
  - Added number of days for each step of the process
  - Clarifies that the FDA Administrator manages logistics
  - Students are found “not responsible” in a tie
  - Sanctions may be changed by the committee if clear justification and rationale provided in writing





# Procedures for Resolving Second Offense Cases

- Academic Honor Policy Hearing Sanctions
  - Dismissal deleted



# Records

## Page 7

- Students with one violation and are within one year of graduating may petition FDA to request their record be removed from the confidential database
- At the time of the initial referral, instructors will indicate on the form whether they are supportive of the student being eligible for early records expungement
- Egregious cases will stay on file for five years



# Appeals

## Pages 7-8

- Faculty Appellate Officer replaces Committee
- Clarifies the appeals process is not a second hearing and new information is not presented
  - Violation of student's rights, demonstrated prejudice, sanction is disproportionate to offense, evidence at hearing did not support the finding of "responsible"

Academic Honor Policy (AHP) Revisions  
2022 Proposal Draft & 2020 Approved Draft Differences

**Page 1 of Proposal**

1. **Added:** “(as codified in FSU Regulation 3.005)”
  - a. “Revised \_\_\_\_\_”
2. **Consolidated:** Paragraphs 1 and 2
3. **Deleted:** One reference to the General Bulletin for conciseness; one reference and URL/link remains
4. **Added:** “This policy is educational in nature and strives to provide students due process at every level.”

**Page 2 of Proposal**

1. **Added:** “All charges include attempting to commit the alleged violation. Failed violation attempts will be construed as similar to completed violations in determining charges and sanctions.”
2. **Deleted:** “...with others” from Charge #3: Unauthorized Groupwork’s header/definition
3. **Replaced:** “... that is used in assessing academic work” with “... that affects grades given for academic work or attendance” from Charge #4: Falsification’s header/definition
  - a. Helps emphasize that the AHP has no jurisdiction over admissions fraud or placement/course waiver-based assessments (e.g., language–placement exams).
4. **Added:** “... to [commit]” in the header /definition of Charge #7: Complicity
5. **Deleted:** “8. ATTEMPTING to commit any offense as outlined above.”
  - a. This former Charge (i.e., #8: Attempting) is now addressed by *Revision 1, Page 2* (see above).

**Page 3 of Proposal**

1. **Deleted:** “... , to receive the complaint in writing (except in a Step 1 agreement, described in the Procedures Section, where the signed agreement serves as notice)...”
  - a. Above language became redundant based on predominantly digital nature of notification, Step 1 Agreement’s name change to *Student & Instructor Resolution*, and the directive to instructors to notify the student on Page 4’s *Procedure for Resolving Cases*.
2. **Added:** “... or a meeting with an administrator...” to *Student Rights #2*.
  - a. Helps to address the inclusion of Administrative Case Resolutions into the AHP.
3. **Added:** Capitalization to *Student Prerogatives* sentences.
4. **Replaced:** “advisor” with “support person” in *Student Prerogative #4* to reflect that neither FSU nor its affiliates are mandated to procure students advisors—even though Faculty Development & Advancement will continue to (FDA) train and maintain volunteer advisors.

5. **Replaced:** "... that might be incriminating" with "... that they do not wish to answer" to mitigate erroneous perceptions of AHP hearings as legal proceedings.
6. **Added:** "6. To have an opportunity to provide information in writing to the FDA administrator, prior to a hearing, if they have reason to believe any panel member would not be able to review the case objectively without bias or prejudice."
7. **Replaced:** "The student has the right to continue in the course in question during the entire process" with "The student **should** continue in the course in question during the entire process" to encourage continued engagement with the learning process.
  - a. For example, failing to engage with a course due to a violation allegation—especially before a final decision and resolution is implemented—puts the student at risk of needlessly falling behind in their coursework.
8. **Replaced:** "Once a student has received notice..." with "Once an alleged violation of the Academic Honor Policy is discovered..." to reflect that accountability for staying enrolled in the course should be essential and unavoidable due to semantics about notification of (vs. discovery of) suspicious behavior.
  - a. i.e., no drops, withdrawals, of S/U grading—basis changes may be used to avoid addressing violations/allegations.
9. **Separated:** "The student has the right to continue in the course in question during the entire process..." and "Students who provide false information when requesting to drop a course..." into two distinct paragraphs for additional emphasis on/visibility of their content.
10. **Replaced:** "Students should contact the Office of Student Conduct and Community Standards for further information regarding their rights" with "Students who need assistance should seek guidance from a list of volunteers who have been trained in the Academic Honor Policy, which can found on this website: <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>."
  - a. Student Conduct and Community Standards (SCCS) and FDA have agreed that SCCS staff will no longer be obligated to participate in AHP advising due to SCCS and FDA conduct codes being distinct regulations.
11. **Added:** The entire Student Responsibilities section to emphasize that student have both rights, prerogatives, and responsibilities throughout the AHP process.
12. **Added:** The entire Defining Egregious Allegations section for operational definitions that will address both undergraduate and graduate behaviors warranting escalation/divergence from typical procedure.

#### **Page 4 of Proposal**

1. **Replaced:** "Step 1." description and other numbered alternates/outcomes with "Procedures for Resolving Cases – First Offense... Student & Instructor Resolution"

- a. Added emphasis via a header that directly addresses the options a student has upon their first offense.
  - b. Added emphasis that “If a Student & Instructor Resolution is agreed to, the matter goes no further and the process is concluded.”
2. **Replaced:** “...Referral to Contest Sanction” with “Disputing the Sanction.”

#### **Page 4-5 of Proposal**

1. **Added:** “Administrative Case Resolution.” and an entirely new description of the resolution procedure/option.
2. **Replaced:** “Step 2. Academic Honor Policy Hearing” with “Hearing at Student’s Request.... Procedures for Resolving Cases – Second Offense... General Conditions Requiring a Hearing”
  - a. Added emphasis via a header that directly addresses the options a student has upon their second or subsequent offense(s).
3. **Replaced:** “The student is issued a letter detailing the charges within ten class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 90 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than 7 class days from the student’s receipt of the charge letter.” with “...within 20 class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 120 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than 10 class days from the student’s receipt of the charge letter.

#### **Page 6 of Proposal**

1. **Replaced:** “Sanctions... Step 1 Sanctions... Step 2 Sanctions” with “Student & Instructor Resolution and Administrative Case Resolution Sanctions... Academic Honor Policy Hearing Sanctions”
  - a. Added clarification of the new resolution–options’ titles and what sanctions corresponded to them.
2. **Deleted:** “An Academic Honor Policy Hearing is held for all second offenses, for all first offenses that involve egregious violations of the Academic Honor Policy, for all allegations of academic dishonesty involving a graduate student engaged in any phase of the comprehensive (or other culminating) exam, thesis, or dissertation, for all offenses that involve simultaneous violations of the Academic Honor Policy and the Student Conduct Code, and in all cases where the student denies responsibility for the alleged violation. The decision regarding whether an allegation is egregious is made by the Vice President for Faculty Development and Advancement (or designee) and the instructor. In cases where a Step 1 Agreement is appropriately proposed and the student does not accept responsibility, a Step 2

hearing is convened. If the student is found “responsible” at a Step 2 hearing, the panel typically will impose a sanction no more or less severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction different from what would have resulted from the student’s signing a Step 1 Agreement. Students will not be penalized solely for exercising their right to request a Step 2 hearing.”

- a. Redundant content per the changes made to earlier sections of the revised policy.

### **Page 7 of Proposal**

1. **Replaced:** “...letter of apology” with “letter of accountability.”
  - a. Forced apologies arguably detract from authentic, long-term growth/learning
2. **Deleted:** “Dismissal” as a sanction.
  - a. Suspension and expulsion remain.
3. **Added:** “Records” section and its description.

### **Page 8 of Proposal**

1. **Replaced:** “... Academic Honor Policy Appeal Committee...” with “**Academic Honor Policy Faculty Appellate Officer.**”
2. **Deleted:** “3. New information that was not available at the time of the original hearing.” as a ground for submitting an appeal.
  - a. Mitigates unwarranted appeals based on lack of students’ preparedness to advocate during the original hearing proceeding; emphasizes true issues involving due process.
3. **Added:** “All appeals will be limited to a review of the record of the initial hearing and appeal documentation submitted by the student. The student will not be invited to appear before the Appellate Officer.”
4. **Replaced:** “... (see 1-5 above)” with “**... See 1-4 above**”
  - a. Because there are only 4 grounds upon which to appeal now.

# FLORIDA STATE UNIVERSITY ACADEMIC HONOR POLICY

(as codified in FSU Regulation 3.005)

Revised \_\_\_\_\_

## **Introduction**

The statement on Values and Moral Standards says: “The moral norm which guides conduct and informs policy at The Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards.” The statement also addresses academic integrity: “The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.” (Values and moral standards at FSU retrieved from the current General Bulletin located at <http://registrar.fsu.edu/>.)

Guided by these principles, this Academic Honor Policy outlines the University’s expectations for all students’ academic work on each campus and all virtual platforms, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. This policy is educational in nature and strives to provide students due process at every level. Please refer to memos outlining necessary procedural modifications of the process for the Panama City and Republic of Panama campuses. The Academic Honor Policy Committee may take direct jurisdiction of a case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate.

If a student observes a violation of the Academic Honor Policy, they should report the incident to the instructor of the course. Allegations that come to the instructor’s attention after the semester has ended should be communicated to the Office of the Vice President for Faculty Development and Advancement (FDA) for guidance. The scope of the Academic Honor Policy applies to any student enrolled in any credit-bearing course or program. This includes students completing coursework to satisfy “Incomplete” grades and candidates for the degree completing their dissertations. False, fraudulent, or incomplete information and/or statements by an applicant related to admission or residency are addressed by the University Admissions Committee, not by the Academic Honor Policy.

Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.

## **FSU Academic Honor Pledge**

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at the Florida State University. I will abide by the Academic Honor Policy at all times.

## **Academic Honor Violations**

**Note: Instructors are responsible for following and reinforcing the importance of the Academic Honor Policy in their courses and for clarifying in writing their expectations regarding collaboration and multiple submission of academic work.**



Examples have been provided for the purpose of illustration and are not intended to be all-inclusive. All charges include attempting to commit the alleged violation. Failed violation attempts will be construed as similar to completed violations in determining charges and sanctions.

**1. PLAGIARISM. Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).**

Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts, or information without acknowledgement of the source; utilizing ghostwriting or pay-for-paper services; submitting another's work through online thesaurus software.

**2. CHEATING. Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.**

Typical Examples Include: Copying from another student's work or receiving unauthorized assistance during a quiz, test, or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams. This includes unauthorized actions taken on any social media platform.

**3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating.**

Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor. This includes unauthorized actions taken on any social media platform.

**4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Unauthorized altering or inventing of any information or citation that affects grades given for academic work or attendance.**

Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for a class absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

**5. MULTIPLE SUBMISSION. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding whether students may incorporate existing work into new assignments clear in writing.**

Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

**6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.**

Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

**7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another commit an act of academic dishonesty.**

Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

## **Student Rights**

Students have the following due process rights, which may have an impact on the appellate process:

1. To be informed of all alleged violation(s) and to be given access to all relevant materials pertaining to the case.
2. To receive an impartial hearing or a meeting with an administrator in a timely manner (as appropriate) where the student will be given a full opportunity to present information pertaining to the case.

Students are also accorded the following prerogatives:

1. When possible and appropriate, to discuss the allegations with the instructor.
2. Privacy, confidentiality, and personal security.
3. To be assisted by a support person who may accompany the student throughout the process but may not speak on the student's behalf; a witness may not serve as a support person.
4. To choose not to answer any question that they do not wish to answer.
5. To dispute the sanctions of a Student & Instructor resolution and to appeal both the decision and sanctions of an Academic Honor Policy hearing or an Administrative Case Resolution.
6. To have an opportunity to provide information in writing to the FDA administrator, prior to a hearing, if they have reason to believe any panel member would not be able to review the case objectively without bias or prejudice.

The student should continue in the course in question during the entire process. Once an alleged violation of the Academic Honor Policy is discovered, or when a student has been found "responsible" for an Academic Honor Policy violation, they are not permitted to withdraw or drop the course or request that the grading basis be changed to a "Satisfactory/Unsatisfactory" grade if the course is letter-graded.

Students who provide false information when requesting to drop a course may be subject to allegations of Student Conduct Code violations. Should no final determination be made in an Academic Honor Policy case before the end of the term, the grade of "Incomplete" will be assigned until a decision is made.

Students who need assistance should seek guidance from a list of volunteers who have been trained in the Academic Honor Policy, which can found on this website: <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.

## **Student Responsibilities**

Students should read the Academic Honor Policy and follow each of its requirements, seek clarification from the instructor as needed, and participate actively and appropriately in the resolution of any Academic Honor Policy allegations. All email messages related to cases are sent to official FSU email accounts, which students are required to check and respond to regularly, as stated in the *General Bulletin*. Students are also expected to communicate respectfully with instructors, fellow students, and staff members throughout the process.

## **Defining Egregious Allegations**

The decision regarding whether an allegation is egregious is made by an FDA administrator and the instructor. Allegations of academic dishonesty involving egregious allegations will be referred to a formal hearing. The following list of egregious allegation examples is provided for illustrative purposes, but is not all-inclusive:

- Coercing current classmates or former course enrollees to provide exam questions and/or answers.
- Stealing or disseminating exam questions and/or answers from an instructor.

- Operating an ongoing, organized scheme to help others violate the Academic Honor Policy in some manner.
- Using analog or technological methods to alter grades for oneself or others.
- Violating the Academic Honor Policy while fulfilling one's graduate program milestones.

### **Procedures for Resolving Cases – First Offense (that is not considered an egregious violation)**

**Student & Instructor Resolution.** When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the FDA Office to discover whether the student has a prior record of academic dishonesty and thus whether to proceeding with a **Student & Instructor Resolution** is appropriate. The instructor must also inform the department chair or dean (Teaching assistants must seek guidance from their supervising faculty member, and adjunct instructors must seek guidance from their department chair). However, faculty members or others who do not have administrative authority to enforce the Academic Honor Policy should not be informed of the allegation unless they have established a legitimate need to know. If pursuing a Student & Instructor Resolution is determined to be possible, the instructor shall share and discuss the evidence of academic dishonesty with the student, in as private and confidential a setting as possible, and explore the possibility of a resolution. Instructors are responsible for outlining all resolution options available to the student. After this discussion, the instructor may drop the charge if it appears to be unsubstantiated, which does not create a record, or the student may accept responsibility for the violation and accept the academic sanction proposed by the instructor. **If a Student & Instructor Resolution is agreed to, the matter goes no further and the process is concluded.** The signed **Student & Instructor Resolution Form** becomes a confidential student record of academic dishonesty that is subject to the conditions described in the Records section. Any grade imposed as the result of an academic sanction will remain on the student's transcript indefinitely. Students will not be eligible for a course drop, withdrawal, or modification of grading basis, including changing the grading basis to "Satisfactory/Unsatisfactory."

**Disputing the Sanction.** The student may accept responsibility for the alleged violation but contest the proposed academic sanction. In this circumstance, the instructor must submit the "**Disputing the Sanction**" form along with supporting documentation to the FDA Office. The student's written statement must demonstrate specific reasons why the student believes that the proposed sanction is extraordinarily disproportionate to the offense committed for any modification of the sanction to be considered. An FDA administrator (or designee) will review the submitted written documentation to determine whether the proposed sanction should be imposed. The Vice President (or designee) may affirm or **lessen the severity of** the instructor's proposed sanction as determined to be appropriate in the circumstances. **The decision that results from this review is final.**

**Administrative Case Resolution.** For cases in which the student denies responsibility and after receiving a Hearing Referral, the Office of Faculty Development and Advancement (FDA) administrator will assess the case to determine whether it could be suitable for Administrative Case Resolution rather than the hearing process. Such cases will be straightforward cases that do not require extensive additional information, explanation, or evidence beyond what is contained in the charge letter and documentation provided by the instructor. These cases would also not reasonably result in serious sanctions, such as suspension or expulsion, if the student were to be found responsible. If the FDA administrator determines that the case is eligible for Administrative Case Resolution, the administrator will ask the instructor if they have any objection to the case being resolved by the student meeting with an academic administrator from FDA in lieu of a hearing. If the instructor does not object, the student will have the option to meet with an FDA administrator to discuss the case and attempt to resolve it. If it is possible to resolve in this manner, the administrator will determine whether to find the student "responsible" or "not responsible" for the allegation(s) based on a preponderance of evidence standard, as well as what sanctions to impose, if appropriate. In certain cases when a second allegation

against a student meets the criteria above, especially if the student admits responsibility for the alleged violation, an Administrative Case Resolution may be appropriate. A finding of “responsible” creates a formal record that is subject to the conditions described in the Records section. Any grade imposed as the result of an academic sanction will remain on the student’s transcript indefinitely and will not be eligible for a course drop, withdrawal, or modification of grading basis, including changing the grading basis to “Satisfactory/Unsatisfactory.”

**Hearing at Student’s Request.** The student may deny responsibility for the alleged violation, making a hearing the appropriate resolution procedure. In this circumstance, the instructor submits the “Academic Honor Policy Hearing Referral” form along with supporting documentation to FDA in preparation for an Academic Honor Policy Hearing. Refer to the section entitled *Hearing Process*.

### **Procedures for Resolving Cases – Second Offense (or first offense considered egregious)**

#### **General Conditions Requiring a Hearing**

The student may deny responsibility for the alleged violation. In this circumstance, the instructor submits the “Academic Honor Policy Hearing Referral” form along with supporting documentation to FDA in preparation for an Academic Honor Policy Hearing.

If the student is found to have a prior record of academic dishonesty, the student is a graduate student who allegedly violated the Policy in any culminating milestone of their degree program, or the egregious nature of the allegations merits a formal hearing, the instructor must refer the matter for an Academic Honor Policy Hearing by submitting the “[Academic Honor Policy Hearing Referral](#)” form and appropriate documentation to FDA.

#### **Allegations involving Graduate Student Culminating Milestones**

All alleged violations involving a graduate student engaged in any phase of the preliminary or comprehensive examination, thesis, or dissertation are treated as egregious and are resolved through the Academic Honor Policy Hearing process, in which the major professor will serve as the “instructor” under the hearing procedures. The Vice President for Faculty Development and Advancement, the student’s academic dean, (as well as the Vice President for Research in cases involving grant-funded research), and the Dean of the Graduate School or designee should be informed as soon as possible of all such allegations. The decision regarding whether to submit a hearing referral will be made by a committee consisting of the department chair and two faculty members appointed by the academic dean, one of whom should be the student’s committee member serving as the University (outside) representative - if one has been identified - excluding the major professor. In rendering its charging decision, this committee should review all available information and consult with the major professor and the academic dean.

#### **Hearing Process**

For cases that were not or could not be resolved by one of the other alternatives outlined above, the hearing process will be conducted. The student will be provided notice of the charge(s) in advance of the hearing and, at the hearing, will have the opportunity to provide information, to present documentation, to respond to the evidence presented, and/or to provide witnesses to testify.

Specifically, the student is issued a letter detailing the charges within 20 class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 120 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than 10 class days from the student’s receipt of the charge letter.

A panel consisting of four members shall hear the case. The panel shall include: One faculty member appointed by the dean from the unit in which the academic work is conducted; one faculty member, who is not from the academic unit, appointed by the Office of the Vice President for Faculty Development and Advancement; and two students. **An FDA Administrator manages the logistics of the hearing process.**

The hearing will be conducted in a non-adversarial manner with a clear focus on finding the facts within the academic context of the academic work. The student is presumed innocent going into the proceeding. After hearing all available and relevant information from the student, instructor, and any witnesses, the panel deliberates and determines whether or not to find the student “responsible” for the alleged violation using the “preponderance of the evidence” standard. If the student is found “responsible” for the violation, the panel is informed about any prior record of Academic Honor Policy violations and determines sanctioning. The range of sanctions available in the hearing process is broader than in a **Student & Instructor Resolution or in an Administrative Case Resolution. In the case of a tie vote amongst the panelists, the student will be found “not responsible” for the allegations.**

In cases where a Student & Instructor Resolution is appropriately proposed (i.e., the student has no prior record) and the student denies responsibility of the alleged violation, an Academic Honor Policy Hearing is convened. If the student is found “responsible” in these cases, the panel should uphold the faculty member’s proposed sanction unless there is clear justification **for imposing a sanction different than what was proposed during the Student & Instructor Resolution process.** The rationale for modifying those sanctions should be written in the decision letter.

If the student is found responsible after a hearing, the hearing panel will issue a decision letter, which will address each charge, outline the basis for the finding of “responsible” or “not responsible,” and explain the sanctions determined to be appropriate. The facilitator of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, the instructor’s academic unit, the supervising faculty member of a teaching assistant or an adjunct instructor, the student’s dean, the Office of Student Conduct and Community Standards and the Registrar, if appropriate. If the student is found “responsible” at an Academic Honor Policy Hearing, the outcome will be recorded by FDA and becomes a confidential student record of an Academic Honor Policy violation that is subject to the conditions described in the Records section. Any grade imposed as the result of an academic sanction will remain on the student’s transcript indefinitely and will not be subject to course drop, withdrawal, or grade change, including changing the grading basis to “Satisfactory/Unsatisfactory.”

## **Sanctions**

### **Student & Instructor Resolution and **Administrative Case Resolution** Sanctions**

The following sanctions are available in the Student & Instructor Resolution and Administrative Case Resolution procedures and may be imposed singly or in combination. The instructor should consider the seriousness of the violation, the student’s circumstances, potential opportunities for learning, and consistency with past sanctions in determining a proposed sanction.

1. Additional academic work, including re-doing the assignment
2. A reduced grade (including “0” or “F”) for the assignment
3. A reduced grade (including “F”) for the course
4. Educational activities. Examples include, but are not limited to, referrals to improve future educational outcomes, tutoring regarding proper citation practices, development of an academic plan with the assistance of the Academic Center for Excellence, participation in ethics workshops, interviews with appropriate faculty or administrators, or writing educational or reflective essays. Fees may be charged to cover the ethics workshops. Please contact an FDA Administrator before implementing educational sanctions.



## Academic Honor Policy Hearing Sanctions

The following sanctions are available in the Academic Honor Policy Hearing process and may be imposed singly or in combination:

1. Additional academic work, including re-doing the assignment
2. A reduced grade (including “0” or “F”) for the assignment
3. A reduced grade (including “F”) for the course
4. Educational activities. Examples include, but are not limited to, referrals to improve future educational outcomes, tutoring regarding proper citation practices, development of an academic plan with the assistance of the Academic Center for Excellence, participation in ethics workshops, interviews with appropriate faculty or administrators, writing educational or reflective essays. Fees may be charged to cover the cost of educational activities.
5. Restitution, letter of **accountability**, or other restorative acts.
6. Disciplinary Probation – a period of time during which any further violation of the Academic Honor Policy puts the student’s status with the University in jeopardy. If the student is found “responsible” for another violation during the period of Disciplinary Probation, serious consideration will be given to imposing a sanction of Suspension, Dismissal, or Expulsion. Restrictions that may be placed on the student’s activities during this time period include but are not limited to: participating in student activities; representing the University on athletic teams or in other leadership positions; and participating in practice for athletic or other competitions.
7. Suspension – Separation from the University for a specified period, not to exceed two years.
8. Expulsion – Separation from the University without the possibility of readmission. Expulsion is noted on the student transcript.
9. Withholding of diplomas, transcripts, or other records for a specified period of time.
10. Suspension of degree, in cases where an offense is discovered after the degree is posted.
11. Revocation of degree, in cases where an offense is discovered after the degree is posted.

*(Note that Dismissal has been deleted.)*

## Records

An Academic Honor Policy record results from a finding of “responsible” within all resolution routes described in this Policy.

Records are kept in a confidential database and will be removed five years from the final decision in the case, except in instances described below. Students who have a single violation on their record and are within one year from graduating (determined and verified by official program-mapping documentation) may petition the FDA Office to request that their Academic Honor Policy record be removed from the confidential database. Requests may be sent to [FDA-Faculty@fsu.edu](mailto:FDA-Faculty@fsu.edu), outlining what they have learned from their experience with the Academic Honor Policy. Requests to remove records of single violations early are not automatically approved. On the initial referral form submitted to the FDA Office (i.e., the Student–Instructor Agreement, Disputing the Sanction form, or Hearing Referral), the instructor may indicate whether they are supportive of the student being eligible for early record expungement—if the student does not incur a subsequent AHP offense. This written input from the instructor of record will be the primary consideration taken into account when the FDA Office determines whether a student’s record will be expunged early. Records pertaining to egregious cases (see Pages 3-4) will not be removed at the student’s request and will stay remain on file for five years. Records involving expulsion will be retained permanently. Records are maintained in a manner consistent with University record retention policy and in compliance with Florida Public Records Law.

## **Appeals**

Decisions of the Academic Honor Policy Hearing Panel may be appealed to the **Academic Honor Policy Faculty Appellate Officer**. The Appellate Officer will be appointed annually by the President and may be removed at the discretion of the President.

On appeal, the burden of proof shifts to the student to prove that an error has occurred. The only recognized grounds for appeal are:

1. Due process errors involving violations of a student's rights that substantially affected the outcome of the initial hearing.
2. Demonstrated prejudice against the charged student by any panel member. Such prejudice must be evidenced by a conflict of interest, bias, pressure, or influence that precluded a fair and impartial hearing.
3. A sanction that is extraordinarily disproportionate to the offense committed.
4. The preponderance of the evidence presented at the hearing does not support a finding of "responsible."
5. ~~(DELETED) New information not available at the time of the hearing."~~

All appeals will be limited to a review of the record of the initial hearing and appeal documentation submitted by the student. The student will not be invited to appear before the Appellate Officer.

The procedures followed during the appeals process are:

1. The student must **send** a written letter of appeal to the Office of the Vice President for Faculty Development and Advancement, in care of an FDA Administrator, within 10 class days after being notified of the Academic Honor Policy Hearing Panel decision. This letter should outline the grounds for the appeal (see 1-4 above) and should provide all supporting facts and relevant documentation that the student wishes to be considered by the Appellate Officer.
2. The AHP **Faculty Appellate Officer** will review all material related to the case, including the student's letter of appeal and supporting documentation, and will recommend a final decision to the Provost. The Appellate Officer may also gather any additional information deemed necessary to make a determination in the case. The instructor is not typically involved in the appellate process.
3. The Faculty Appellate Officer may affirm, **reduce**, or reverse the initial panel decision, or they may order a new hearing to be held. This decision becomes final agency action issued via the Agency Clerk if and when it is approved by the Provost (or designee). In cases where the Appellate Officer upholds a finding of "responsible," the decision becomes a confidential student record of academic dishonesty as described in the Records section.
4. Appellate decisions are communicated in writing to the student, the instructor, the instructor's academic unit, the supervising faculty member of a teaching assistant or an adjunct instructor, the Office of the Vice President for Faculty Development and Advancement, the student's academic dean, the Office of Student Conduct and Community Standards, and the Registrar, if necessary, within 30 class days of the appellate decision.

## **Academic Honor Policy Committee**

An Academic Honor Policy Committee shall be appointed by the University President. The Committee will include three faculty members selected from a list of six names provided by the Faculty Senate Steering Committee, and three students selected from a list of six names provided by the Student Senate. The Vice President for Faculty Development and Advancement (or designee) and the Director of the Office of Student Conduct and Community Standards (or designee) shall serve *ex officio*. Faculty members will serve three-year staggered terms, and students will serve one-year terms. The committee will meet at least once a semester during the academic year. It will monitor the operation and effectiveness of the Academic Honor Policy, work with the Faculty Senate and the Student Senate to

educate all members of the community regarding academic integrity and make recommendations for changes to the policy.

### **Amendment Procedures**

Amendments to the Academic Honor Policy may be initiated by the Academic Honor Policy Committee, the Faculty Senate, the Student Senate, the Office of Faculty Development and Advancement, or the Provost. Amendments to the policy must be approved by the Faculty Senate, the Student Senate, and the Board of Trustees, as appropriate.