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2021-01-22 Minutes of the Academic Senate

University of Dayton. Academic Senate

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UNIVERSITY OF DAYTON

DAYTON, OHIO

MINUTES OF THE ACADEMIC SENATE

January 22, 2021

Zoom, 3:30-5:30 p.m.

Senators Present: Joanna Abdallah, Philip Appiah-Kubi, Paul Benson, Connie Bowman, James Brill, Ali Carr-Chellman, Trevor Collier, Lissa Cupp, Michael Davies, M.E. Dillon, Lee Dixon, Samuel Dorf, Jim Dunne, Deo Eustace, Sharon Gratto, Laura Hume, Mark Jacobs, Jake Jagels, Jay Janney, Katie Kohnen, Carissa Krane, Catherine Kublik, Sayeh Meisami, Brennan Mooney, Drew Moyer, Grant Neeley, Leslie Picca, Jason Pierce, Maher Qumsiyeh, Fran Rice, Eddy Rojas, Andrew Sarangan, Andrea Seielstad, Andrew Strauss, Tereza Szeghi, Jacob Troutwine, Kathy Webb, John White, Mary Ziskin

Excused:

Presenters: Tereza Szeghi (Chair, APC), Kim Bakota (Executive Director for Equity Compliance and Title IX/Section 504 Coordinator), Sharon Gratto and Lee Dixon (Co-Chairs, SAPC)

Guests: Craig Looper, II (Parliamentarian), Amy Anderson, Philip Anloague, Jackie Arnold, Adrienne Ausdenmoore, Jordyn Baker, Kimberly Bakota, Barbara Barr, Phyllis Bergiel, Deb Bickford, Susan Brown, Lawrence Burnley, Leah Ceperley, Jennifer Christman, Anne Crecelius, Garry Crosson, Cathryn Curry, Corinne Daprano, Stephanie Dhuman Giron, Shannon Driskell, Harvey Enns, Youssef Farhat, Mary Fisher, Beth Hart, Nancy Heidtman, Jeanne Holcomb, Jennifer Howe, Terry Humbert, Sawyer Hunley, Amy Justice, Kathy Kargl, Kyung Kim, Eric Knorr, Jane Koester, Layla Kurt, Catherine Lawless, Sr. Laura Leming, Matthew Lopper, Angela Mammana, Robert Merithew, Harold Merriman, Sabrina Neeley, Maria Newland, Patrice Noel, Judy Owen, Michelle Pautz, Carolyn Phelps, Tanya Pinkelton, Shazia Rahman, Jason Reinoehl, Scott Segalewitz, Thomas Skill, Eric Spina, Crystal Sullivan, Yvonne Sun, Tiffany Taylor Smith, Hideo Tsuchida, Joe Valenzano, Jason Wardell, Molly Wilson, Melanie Zebrowski, Lis R., Chris's iPad, 1 call in guest

1. **Opening Prayer.** Crystal Sullivan (Executive Director of Campus Ministry)
2. **Minutes.** November 20, 2020. Minutes approved by unanimous consent
3. **Announcements.**
 - Welcome to Trevor Collier (Interim Dean, SBA) and Laura Hume (serving while Neomi DeAnda is on sabbatical)
 - Faculty/Instructors were reminded to be mindful of student workload during minibreaks: February 23, April 2 (Good Friday), and April 14
 - Consider signing up to offer the prayer at a future Senate meeting.
 - There will be a Faculty/Academic Senate joint meeting, Friday February 5 @3:30
 - The agenda for the February 26 meeting will include a discussion to the increase the number of FT NTT representatives serving on the Senate
4. **Resolution: John Mittelstaedt.** The resolution was read by Mark Jacobs. The resolution was unanimously approved.
5. **APC: Undergraduate Transfer Credit Policy.** Presented by Tereza Szeghi, APC Chair. APC was charged with the review of two draft transfer credit policies; the general undergraduate transfer

credits policy and the military transfer credits policy. An overview of the process used to review was provided. Highlights of their work:

- Combined the two policies into one transfer credit policy.
- Clarified the role of faculty in the evaluation of courses for course equivalency and application to particular degree programs
- Clarified the evaluation process and role of various faculty, administrators, and staff in the process
- Ensured consistency of language across the policy
- Added a definition for "course equivalency"
- Addressed how the policy can work to mitigate bias

Discussion topics:

- Was CAP included in the consultation process? Response: CAP was consulted. CAP is currently developing transfer credit procedures
- There is no definition for transient credit or international transfer credits Response: The term transient is no longer used; the same language is being used to capture the evaluation of credit earned outside of UD as well as for work completed at UD. International transfer credits are addressed in the policy.
- If we have an articulation agreement with an institution, does this mean credits will be automatically accepted for major courses? Response: Transient credits and transfer credits refer to the same credits; the classes are the same. It is the student that is different. There are some class credits you cannot transfer in, such as major classes. These must be taken at UD. There are guidelines around CAP credits and there are guidelines around the major courses as well.
- There was a request to have more time to review the policy and consult with constituents before it is brought to a vote.
- By eliminating transient, does the policy imply students enrolled at UD cannot take a class someplace else for credit? Response: It's not the practice of accepting credits it is rather the term being used for the credits. Students will be able to take a course someplace else and have it count for credit at UD.
- Would articulation agreements, like with Sinclair Academy, become invalid if the transfer was based on the class and not the student? Response: This was an issue, but it has been corrected, students inside and outside of Sinclair academy that take the same course are both given credit.
- The university is developing a comprehensive catalog of courses that have been evaluated for transfer so students will know which credits will transfer and which will not.
- Clarification is needed around the university reviewing courses at the class level. Our unit has been evaluating courses at the syllabus and section level because of the wide variances between sections, are we losing this ability? Response: This might depend on the course, like a special topics course. It is assumed courses with different sections are the same course. If it is approved, it is approved for all sections. In higher ed, the practice has been to review credits course to course. If necessary, learning outcomes could be reviewed.
- Section "g" of the policy mentions approved guidance on CAP requirements, what does that mean, and who is approving? Response: It is intended to reference the results of the work from the taskforce and their recommendations. Work will resume on CAP guidelines once the transfer policy is approved by the Senate. Response: Perhaps more clarification is needed on the meaning of approved guidance.

- The distinction between transient and transfer credits related to the distinction between acceptance of credit and application of credit is important. Is the policy stating that we can continue to make individual decisions about the application of credit to a degree program or once it is in the transfer equivalency program that class from that university will always apply to a degree program. This policy could be reviewed around these two issues before it is brought to a vote.

Based on the discussion, the policy was tabled to allow for further review and consultation. Vote to table the policy Yes 23, 1 No, 15 Abstain.

6. **Updates from Equity Compliance.** Presented by Kim Bakota. The equity compliance team is composed of just four members; Kim Bakota, Tanya Pinkelton, Jordyn Baker and Lindsey Young. The office receives all reports of bias, harassment and discrimination based on protected classes. It also has oversight over two policies: the non-discrimination and anti-harassment policy and the mandatory reporting policy. Kim provided an overview of the responsibilities and goals of the office. There was a review of recent changes to the Title IX regulation. Some of these changes might be modified again with forthcoming executive orders. Suggestions on how to respond to people who begin to disclose were offered. Questions and comments:

- Appreciation for the work of the equity compliance team was expressed.
- Do you need to tell someone of your reporting responsibility before they begin to disclose? Response: We encourage you to disclose this responsibility, but often times, many people are stunned when someone discloses. When that happens, they need go back and tell the person of their responsibility to report.
- How do you identify faculty or staff to help you in your support group? Response: It's been word of mouth, but if you are interested in serving please reach out.
- Before this recent change requiring a hearing, how did you ensure due process? Response: Before hearings were required, interviews were conducted and a written report of the interview was shared with the person to ensure accuracy. The report was then shared with the other party. This process allowed both parties to review, understand, and provide feedback on the allegations. In the future, universities might be given a choice to either a hearing or a written report.

7. **SAPC Report on Student Academic Misconduct.** Presented by Sharon Gratto and Lee Dixon, SAPC Co-Chairs. This is one of two charges to SAPC. Revisions were made to the Honor Code Violation Incident Report and a flowchart of the visual representation of the process was created by Philip Appiah-Kubi. SAPC is reviewing the catalog and policy for clarity. Results of the post semester survey on academic dishonesty were shared. The survey asked faculty if they observed or perceived academic dishonesty violations in their classes, if teaching in an online environment increased the number of violations, and if they had any comments or suggestions on how to reduce the number of violations.

SAPC reviewed recommendations from the 2019 report. The committee wants to encourage faculty to not let cases go unreported. As a Catholic, Marianist institute, there is a sense of responsibility to guide ethical and moral behavior to prepare students with a solid grounding needed to navigate a dishonest environment they might encounter in the future.

SAPC has started work on reviewing SET, and will most likely report mid-February.

- Has there been an increase in official reports of student misconduct since going online? Response: No official data on the numbers were gathered, but this would be a good number

to include in the future.

- How is recycling one's own work a violation of the honor code? Response: Using an assignment from another class tends not to address the specifics of another assignment in a different class.
- We need to look at the actual violation reports and findings rather than faculty impressions. Faculty may think that since they cannot watch their students in an online environment, they are cheating. Faculty need to design assignments that are more applied to reduce cheating. The use of proctoring systems may not be the answer, some invade the student's privacy, create stressors, and cause negative performance. Response: The comments from faculty talked about what they did to avoid cheating, they identified cheating was happening, and how they changed their processes of assessment to reduce cheating.

8. **Adjournment** 5:30 pm. Respectfully submitted: Fran Rice

9. **Committee Reports**- send to Fran Rice

APC – Tereza Szeghi. On behalf of the committee, Tereza Szeghi (APC chair) provided a report to the Academic Senate (Jan. 22) on the committee's work on the draft transfer credit policy, with the recommendation that the proposed policy be approved. Following the tabling of the draft policy at Senate, for further conversation and revision, APC has engaged in additional consultations about the policy, and further revisions. APC is preparing a revised policy to be ready for discussion and a vote at the Feb. 26 Academic Senate meeting. APC also will deliberate this month on lecturer representation on the Academic Senate, as well as begin our work on the 5-Year Review of the Common Academic Program.

FAC-- Carissa Krane. FAC continues to discuss finalizing proposed revisions to the University Promotion and Tenure Policy, and will be consulting with VP Dr. Larry Burnley and Tiffany Taylor Smith on revisions related to diversity, equity and inclusion criteria. The FAC plans to finalize a revised draft of the policy in February for further consultation with the Chairs Collaborative, Unit Deans/Associate Deans, and the Academic Senate.

SAPC—Sharon Gratto, Lee Dixon. The SAPC has continued its important work on the second charge it received in the fall from ECAS, to explore issues and concerns surrounding the Student Evaluation of Teaching (SET), with the goal of having a report with recommendations ready to present to ECAS by mid-February. The SAPC report will be shared with the Academic Senate after it has been submitted to ECAS.

ECAS—Leslie Picca. Since the November 20th Senate Meeting, ECAS has continued to meet weekly. Action items from ECAS include: approving a charge to APC on the CAP 5-year review; approving a resolution to honor John Mittelstaedt; and approving the pools from UNRC for the Military and Veterans Advisory Committee and University Honorary Degrees Committee. Additionally, in ECAS, we have had in-depth discussions related to: (1) student well-being, particularly regarding a survey presented by James Brill, and a follow up discussion with Deb Bickford; (2) the Academic Senate composition revisions; (3) the SAPC Report on Student Academic Misconduct, as presented by SAPC Co-chairs Lee Dixon and Sharon Gratto; (4) DE&I, especially related to building capacity through the Inclusive Excellence Academy, and as well as in the curriculum (linking to the Anti-Racism Action Plan step #2), as presented by Tiffany Taylor

Smith and Julio Quintero; (5) the APC transfer policy, as presented by APC chair Tereza Szeghi; (6) the maternity leave policy with insights shared by Carolyn Phelps; and (7) Spring 2021 priorities and post-COVID realities, as presented by Eric Spina. The ECAS Meeting time for Spring 2021 is Thursday mornings 8am-9:15am on zoom.

Resolution to the Academic Senate

Title: John Mittelstaedt

Submitted by: Executive Committee of the Academic Senate

Date: January 7, 2021

Whereas School of Business Administration Dean and Professor John D. Mittelstaedt diligently served on the University of Dayton Academic Senate, including the Academic Policies Committee, from 2017 until his death in 2020;

Whereas he devoted more than 20 years as an administrator, scholar, and teacher before coming to UD, acquiring vast experiences which he generously shared with the UD Community;

Whereas he embraced the mission of the University of Dayton as he helped to launch, grow and support new programs and initiatives, including MBA@Dayton, a Master's in Finance, a Master's in Professional Accounting, a Master's in Business Analytics, creation of an academic advising center, and the Hub at the Arcade, consistent with the SBA strategic plan he helped shape;

Whereas he consistently modeled in his Senate work and broader responsibilities a spirit of collaboration, genuine respect and concern for others, ready humor, insightfulness, and above all an indomitable hope; and

In light of his innovation, inspiring leadership, dedication to serving others first, keen wit, and his grace and courage during his illness,

Be it resolved that

The Academic Senate of the University of Dayton honors the memory of John Mittelstaedt, expressing gratitude, affection, and respect for the service, leadership, and kindness he demonstrated before his untimely death on December 8, 2020.

PROPOSAL TO THE ACADEMIC SENATE

TITLE: Undergraduate Transfer Credit Policy

SUBMITTED BY: Academic Policies Committee

DATE: January 22, 2021

ACTION: Legislative Authority

REFERENCE: Art II, B. 1. a

Purpose

As a Catholic and Marianist university for the common good, the University of Dayton strives to educate its students in the spirit of community, leadership, service, social justice, and scholarship. Access to experiential learning, real-world experiences like internships and study abroad, and a vibrant campus life -- combined with its transparent approach to affordability and accessibility -- makes the University experience unique, engaging, and allows its students to find success post-graduation.

The University welcomes incoming traditional first-year and first-time students, as well as transfer students, to complete their studies at UD, earning a degree that reflects the character of a UD education. In addition, the University encourages matriculated UD students to take advantage of course and study opportunities available by other institutions that are meaningful to them. This policy provides guidelines for recognizing the academic experiences of our students and applying credit for those learning experiences where appropriate, while retaining the integrity of a UD education. This policy also is designed to provide consistency and transparency, and to mitigate bias, in the acceptance and application of transfer credits across University units.

Definitions

Acceptance of credit is the decision process performed to determine which credit the University will post to the student's official academic record. Acceptance of transfer credit should not be confused with the application of credit to a specific program or degree. Accepted transfer credits will contribute to a student's total credits earned; however, it may not be applied to specific academic requirements.

Application of credit is the decision process to determine if and how accepted credits will be used to satisfy program and degree requirements.

Articulated credit is learning that occurs other than through a college course and has learning outcomes aligned with a college-level course(s). Therefore, such a credit for successfully completed college-level learning may be considered for acceptance and applicability as the equivalent course and/or credit just as the University's own course is applied. Certain circumstances for the applicability of articulated credit already exist based on the recommendation introduced by an academic unit and then endorsed by the Provost. Examples of articulated credit include credit granted for successful completion of a nationally or internationally recognized credit-by-examination, such as Advanced Placement (AP), College-Level Examination Program (CLEP), and International Baccalaureate (IB), as well as credit recognized for military training, experience, and coursework, and portfolio-based assessment. Articulated credit does not include a course grade.

Bilateral/Articulation agreements are the written agreements that are reached between individual colleges and universities or between a postsecondary institution of higher education and another postsecondary institution of learning, which detail course equivalency, program-to-program linkages, and undergraduate requirements.

Course Equivalency A course accepted for transfer credit may be deemed equivalent to an existing UD course. The criteria used for this determination include, but are not limited to, course descriptions, learning outcomes, topic coverage, credit hours, pre- and co- requisite courses, and/or standards required by accreditation, regulatory bodies, or licensing bodies.

Developmental/Remedial Education/Courses are courses and services emphasizing academic skill development in preparation for college-level course work. Developmental education program components can be used to enhance access for underprepared students through the provision of both course work and supplemental services, such as tutoring, course placement assessment, advising, study skills and personal development. Developmental/remedial education courses cannot be applied toward the minimum requirements for a certificate or degree program.

Transfer Credit refers to academic credit hours awarded by UD in recognition of college-level credit successfully completed at a sending institution.

Policy

The following guidelines and requirements govern the acceptance of transfer credit:

- a. Transfer credit will be accepted for successfully completed college-level courses and other college-level learning. Credit will be transferred for course credit awarded by institutions of higher education which are accredited by one of the six Council on Higher Education Accreditation (CHEA) entities and the United States Department of Education-recognized regionally accrediting organizations. For international credit, an institution must be accredited by its respective Ministry of Education or comparable accrediting body.
- b. Transfer credit will be granted to students with military training, experience, and coursework that have been recognized by the American Council on Education (ACE) or regionally accredited military institutions, such as the Community College of the Air Force (CCAF) and the Defense Language Institute. The ACE Guide to the Evaluation of Educational Experiences in the Armed Services will be used in evaluating and awarding academic credit for military training, experience, and coursework.
- c. Transfer credit will be granted for credit that originates from prior learning assessments. (e.g., military training, experience, and coursework; nationally recognized credit-by-examinations).
- d. To recognize courses previously completed at regionally accredited institutions and to treat equitability credit for incoming students and current University of Dayton students, students will be granted transfer credit for all college-level courses for which they have earned a C- or higher or a passed or satisfactory grade that is equivalent to a C- or higher.
- e. Credit accepted through a bilateral agreement that is recognized and transcribed by another regionally accredited institution will be accepted upon the student's matriculation to the University. However, students are not guaranteed that such credit will be *applied* to any program/degree.
- f. Application of transfer credits will be determined by the relevant dean's office based on course descriptions, learning outcomes, previous application decisions, and appropriate

- accreditation. The dean's office will, as needed, consult with the CAP office, the Transfer Credit Office, department chairpersons, and other faculty when determining the applicability of transfer credits toward degree requirements.
- g. Approved guidance on CAP requirements for students with prior college credit provides additional clarification on the applicability of transfer credit for CAP requirements.
 - h. Upper- and lower-division credits will be awarded for transfer coursework based upon the level of course to which each course is equated at the University of Dayton. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course, it will apply as upper-division course credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course will be applied as lower-division credit.
 - i. The amount of credit will be based on a comparison of student learning outcomes and course descriptions as judged by appropriate academic units/departments when credit hours differ between the sending institution and the University of Dayton.
 - j. Grade-point average does not transfer, but student GPA calculations for the purpose of an admission to the university and a particular program may be determined and applied differently by each of the University's academic units. Some may take into account the grades earned at another institution in the GPA calculation while others may not.

Transfer credits will be posted and applied toward degree requirements consistent with the course equivalencies maintained in the up-to-date transfer evaluation system by the registrar's office. The transfer evaluation system will be used as the primary evaluation tool and provide transparency in the decision making process.

Student Appeals

When notifying a student of the results of the official transcript evaluation of their transfer and articulated credits, the University will provide the student with a written or electronic statement of transfer and articulated credit applicability. Simultaneously, the University will inform the student of the appeal process, should they wish to contest the evaluation. A student disagreeing with the application of transfer and articulated credit must file an appeal in writing within ninety days of receipt of the statement of transfer and articulated credit applicability. The appeal should be submitted to the dean's office of their respective major area, and, when appropriate, to the CAP office. The University will respond to the appeal within thirty days of receipt of the appeal at the dean's office level.

Research and Evaluation of the Policy

Working in close cooperation with academic units and the Provost's office, the University will develop an assessment and validation system to measure the policy effectiveness in order to maintain and validate quality assurance and student success after transferring credit to the University. This system will identify needs for policy adjustments and process improvement.

**PRELIMINARY REPORT TO THE
EXECUTIVE COMMITTEE
OF THE ACADEMIC SENATE
from the
STUDENT ACADEMIC POLICY COMMITTEE
November 20, 2020
Lee Dixon & Sharon Gratto, Co-Chairs**

This report is written in response to the ECAS charge to the SAPC of September 11, 2020 concerning the 2018-2019 SAPC document titled “Student Academic Misconduct Report.” The SAPC was asked to review this report and the implementation of its recommendations. As a reminder, here below is a list of the categories covered in that report:

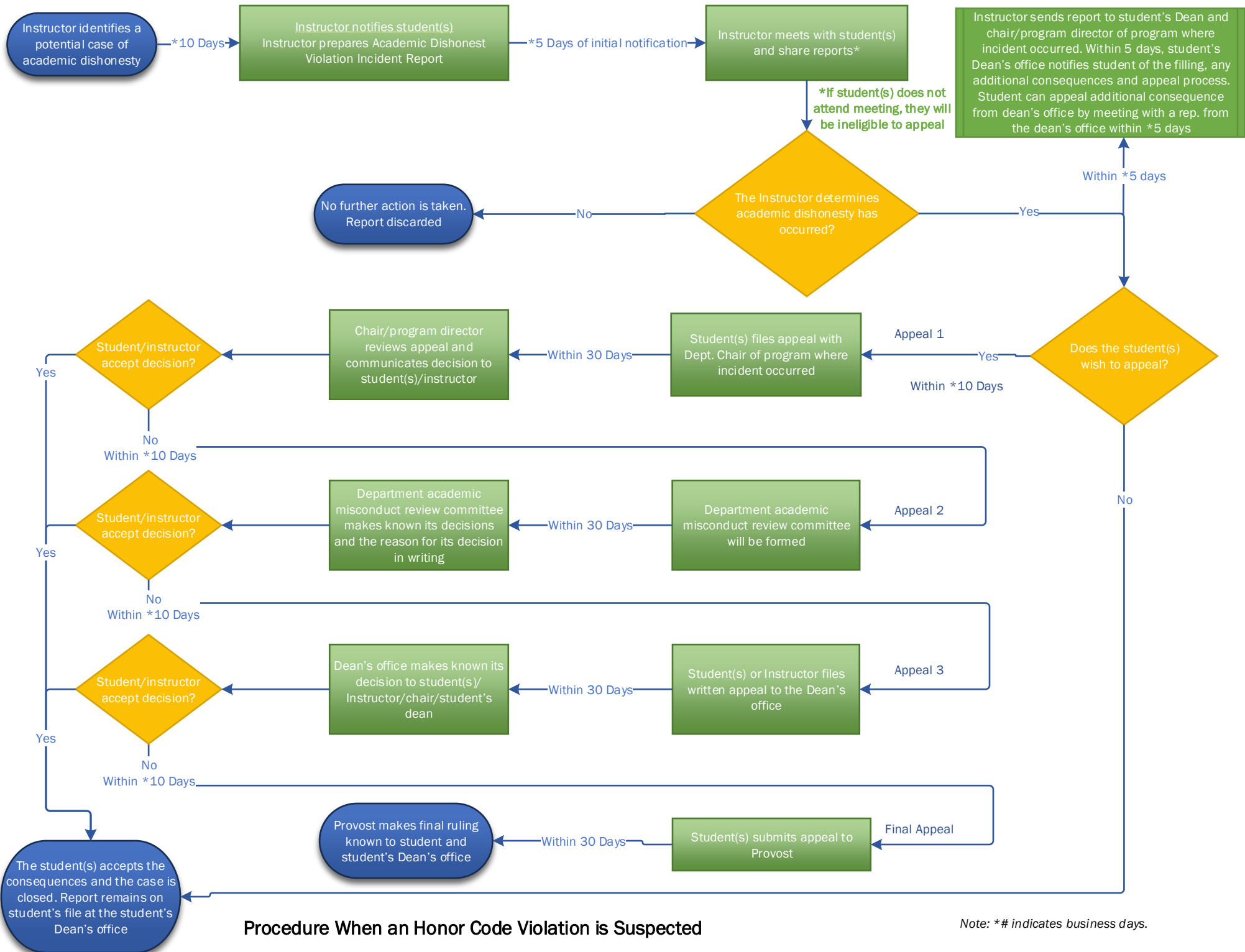
- #1 concerns classroom desk space
- #'s 2-7 relate to issues with the misconduct reporting form
- #'s 8-11 relate to the inconsistency of academic dishonesty information found in the catalog
- #'s 12 and 13 relate to the creation of a central office and a single point person to handle academic dishonesty cases
- #14 elaborates on #'s 12 and 13 by recommending that an external point person be identified to help students discuss academic dishonesty accusations without fear

Members of the SAPC have met weekly to discuss this report in detail and to move forward with steps toward implementation. Following is a list of progress to date, organized according to the five bullets above:

- The SAPC does not believe it is its responsibility to make further recommendations or decisions about crowded classroom conditions and limited desk space that can contribute to academic dishonesty during testing and would appreciate guidance in this area.
- The focus of SAPC work this semester has been to revise the misconduct report form to make it easier and clearer to use and to align it with related catalog information. A copy of the revised form is attached. Consultation with David Wright has indicated that he is willing and able to take the form and prepare it electronically for ease of faculty use and filing. Also attached is a procedure flow chart created by committee member Philip Appiah-Kubi in the School of Engineering to provide a visual representation of the academic dishonesty process. The SAPC believes the diagram should supplement the report form for faculty and students as they navigate the steps along the way. The SAPC plans to obtain feedback from faculty about these two forms before moving forward in the process.
- This new report form will align with the reporting and appeal processes outlined in the academic dishonesty section of the catalog. We recommend that the catalog also be reviewed further to make the processes easier to understand.
- The SAPC discussed bullets #4 and #5 at length and reviewed documents that David Wright shared from an academic integrity meeting here at UD with FDC and SAPC members in 2018. The facilitator was Dr. Brenda R. Quaye, Coordinator for Academic Integrity in the Center for Teaching Excellence at Miami University. Dr Quaye described

the 12-year timeline that led to Miami's current staff and process in this area. This report made it clear to the current SAPC what would be involved to obtain faculty buy-in and to do the other work necessary to move forward in a way similar to Miami's. The SAPC was concerned with the cost of additional staffing and office space if there were a desire to move forward in a similar. The SAPC also realizes that Miami University is a larger and different institution than UD, though it is considered an admissions competitor. Any movement in this direction would require exploration of academic processes at universities similar to our own. The SAPC requests further guidance and direction at this time concerning report recommendations #'s 12 through 14.

The SAPC also received an ECAS charge to consider academic dishonesty in our current on-line environment, an environment that has uncovered new opportunities for academic dishonesty as faculty have made changes in the way they teach and assess students. The committee has agreed that while faculty professional development through the LTC could help address on-line teaching challenges, this area is beyond the committee's purview and competency. It is the opinion of the SAPC that these concerns should be revisited following the conclusion of the current first full semester of on-line instruction at the University and include consultation with the LTC.



Procedure When an Honor Code Violation is Suspected

Note: *# indicates business days.

UNIVERSITY OF DAYTON
HONOR CODE VIOLATION INCIDENT REPORT

(Use this form for both Undergraduate and Graduate students)

Instructors are required to investigate all suspected violations of academic dishonesty. Instructors have **10 business days** from becoming aware of a possible honor code violation to notify a student (via email or in person) of the suspected violation, and the requirement to meet with them to maintain access to the appeal process. If the student chooses to meet with the instructor, a meeting will be scheduled within **five business days** of the initial notification to discuss the situation. Complete this form prior to the student meeting.

If the student chooses not to meet, or if the instructor's reasonable efforts fail to result in a student meeting, forward the incident report to the office of the student's dean and send a copy to the chair/program director of the department/program where the violation took place.

Student name <input style="width: 95%;" type="text"/>	ID# <input style="width: 95%;" type="text"/>	Date of incident <input style="width: 95%;" type="text"/>
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Course name <input style="width: 95%;" type="text"/>	Course Department <input style="width: 95%;" type="text"/>	Course # and Section # <input style="width: 95%;" type="text"/>
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-
- Graduate student Undergraduate student

Category of the Incident (check all that apply) [Clarification of incidents](#)

- Cheating on exam or other assignment
- Committing plagiarism or using false citations
- Submitting work for multiple purposes
- Submitting False Data or Deceptive Information
- Falsifying Academic Documentation or Grade Alteration
- Abuse of Library Privileges or Shared Electronic Media
- Encouragement or Tolerance of Academic Dishonesty
- Other _____ **(MAKE EXPANDABLE TEXT BOX)**

Brief Description of Incident (attach evidence, if appropriate)

Make this an expandable text box

Explanation of penalty if one is applied

Make this an expandable text box

If it is agreed no honor code violation occurred, no further action is needed. Discard this form.

(to be completed by the student after the meeting)

- I accept responsibility for the honor code violation described above.

- I do not accept responsibility for the honor code violation described above, and the instructor has informed me of the appeals process.

Student's Signature

Date

School(s) or College(s) of Student Involved (check all that apply)

- College of Arts and Sciences School of Education and Health Sciences
- School of Business Administration School of Engineering

(to be completed by the instructor)

- The student chose not to meet or did not respond to meeting request.

Instructor's Name (please print)

Instructor's Signature *(The term instructor may refer to any faculty or staff member.*

Date

Note to Instructor: **Within five business days** of the student meeting, forward the signed honor code violation incident report to the office of the student's dean and send a copy to the chair/program director of the department/program in which the incident took place. If the student decides to appeal the alleged incident, the report form will follow the student through the appeal process and eventually the form will be sent to the student's dean(s).

Appeal Process

If the student believes that an accusation of an honor code violation or penalty is not valid, they may file an appeal within **ten business days** of the filing date in the sequential manner outlined in the [University of Dayton Academic Honor Code, Section VI](#).

If during the appeal process, the outcome is in favor of the student, no report will be placed in the student's file(s). If the student changes major, the report will be transferred to the new Dean(s)'s Office(s)

1. Appeal to the Department Chair or Program Director in which incident occurred.

Result of Appeal

Make this an expandable text box

Chair or Program Director's Signature

Date

2. Appeal to the department review committee in which incident occurred. The student or instructor may appeal, in writing, the decision of the chair/program director within **ten business days** of receiving the written decision.

Result of Appeal

Make this an expandable text box

Review Committee Chair's Signature

Date

3. Appeal to the Office of the Dean in which the incident occurred. The student or instructor may appeal, in writing, the decision of the department review committee to the dean's office of the unit in which the incident occurred within **ten business days** of receiving the written decision from the department misconduct review committee.

Result of Appeal

Make this an expandable text box

Dean's Signature

Date

4. Appeal to the Office of the Provost

Result of Appeal

Make this an expandable text box

Provost's Signature

Date