

**Department  
Of  
Student Community Ethics**

**2010-2011 Annual Report**

August 1, 2010 through May 31, 2011

**Respectfully submitted June 15, 2011**

## **Introduction**

The Department of Student Community Ethics (DSCE) had a busy, challenging, and successful 2010-2011 academic year. The department continued to provide its existing services, responded to a significant increase in case load, and implemented new programs and technologies. Examples of existing services include RA/RD Training, New Faculty Orientation, Catamounts Know the Code Campaign, etc. Evidence of the increased case load is shown and described in the charts within this report. Examples of new programs and technologies include initial use of the Maxient database, increased academic integrity programming, and the start of Catamounts Advocating Harm Reduction.

The DSCE committed significant time and effort to the soft launch of Maxient. This year long project exemplifies a large step forward for the department. Maxient will help the DSCE better manage cases and complete accurate assessment reports. A full training is set for July 29, 2011 with full implementation for the 2011-2012 academic year.

By using Federal Work Study and the DSCE budget, student employees were hired. The increase in staff members assisted in the data entry process and allowed for an easier data migration from the old database to Maxient. Additionally, the DSCE collaborated with the College Student Personnel program and supervised 2 Graduate Interns each semester.

## **Staff**

Walter M. Turner, Director  
Holly A. Taylor, Assistant Director  
Miles D. Komuves, Coordinator of Alcohol and Drug Education  
Rebecca Lasher, Faculty Fellow  
Jennifer Wilson, Graduate Intern (Fall 2010)  
Jennifer Pierce, Graduate Intern (Fall 2010)  
Jen Miranda, Graduate Intern (Spring 2011)  
Cassandra Jenkins, Graduate Intern (Spring 2011)  
Waithira Koine, Student Worker  
Vanessa Olsen, Student Worker  
Casey Hester, Student Worker

## **Highlights**

### Department:

- Acquired Maxient, new database technology
- Hired four student workers to support data entry and archiving efforts

### Alcohol and Drug Education:

- Awarded \$5,000+ grant from the Town of Sylva Alcoholic Beverage Control
- In-class educational experience for alcohol and drug sanctioning, CAHR (Catamounts Advocating Harm Reduction)
- Alcohol Awareness Week and Safe Spring Break

### Academic Integrity:

- Academic Integrity Forums for students and faculty developed and implemented
- Development of two campus-wide surveys to be distributed Fall 2011 semester
- Attendance at many academic departmental meetings

### Technology:

- Implementation of Maxient database for case management, assessment, and statistics
- Full execution of 3<sup>rd</sup> Millennial Classrooms online programs
- Consistent compliance with Alcohol-Wise requirement for incoming first year/transfer students
- Continuing website modifications including an FAQ's, online Code, statistics, and more

## **Alcohol and Drug Education**

As the leader of the Committee on Alcohol and Other Drugs, Miles partnered with campus departments as well as many off campus participants to hold several events throughout the year to educate the campus community on issues regarding drugs and alcohol. He also oversaw the editing and updating of the University policy regarding illegal drugs.

Alcohol Awareness Week was successful in reaching students both on and off campus. DSCE staff and volunteers visited off campus resident WCU students to encourage responsible behavior, alert students to the events taking place during alcohol awareness week, and improve the perception of the department. Other programs included a well attended and hugely successful lawn day with a DUI simulator, among other great attractions, and an alcohol and drug education jeopardy game.

The Safe Spring Break ad campaign was a visible and effective passive program that incorporated input from the AOD Committee and collaborated with Service Learning. Another hugely successful program was the CampusSpeak presentation about DUI. The program was co-sponsored by DSCE, Service Learning, GAMMA, Greek Life, LMP, and DRL. With over 400 in attendance, this program was a huge success that used shock value, a grounded and realistic message, and positive values based messages to encourage students to have a safe and healthy spring break. This program also received 2 awards at the end of the year Leadership Excellence Awards.

Miles and Jane Royse-Roskowski, Counseling and Psychological Services, were once again recognized by the Town of Sylva Alcoholic Beverage Control Board. The grant they wrote was funded for \$4,000 to continue an educational intervention program for students with alcohol and drug policy violations. The Catamounts Advocating Harm Reduction program was developed and tailored as an educational group intervention for high risk students and students with multiple substance related policy violations. In its first year, CAHR has become an integral part of the DSCE sanctioning process. Twenty nine students participated in and successfully completed CAHR in the 2010-2011 academic year. Students reported that the program exceeded their expectations, identified things that they would change in their decision making, and expressed that they had gained knowledge through their participation in CAHR.

This year also brought further revitalization of GAMMA (Greeks Advocating the Mature Management of Alcohol). Miles collaborated with Michele Peterson, Assistant Director of Greek Life, and Jennifer Miranda, Graduate Intern to Greek Life, to advise this group of students. GAMMA members participated in Alcohol Awareness Week and Safe Spring Break. This year saw new positive energy pumped into GAMMA and, with a successful election of new executive officers, there is a growing optimism that GAMMA will expand its impact on campus in the coming year. The group had goal setting and visioning exercises and should be ready to achieve on a whole new level in the future. Additionally, the organization's legitimacy has been bolstered by increased accountability measures and persistent marketing to Greek organizations. Look for GAMMA to be a strong force in alcohol and drug education programming next year!

This year also saw the introduction of interns into the AOD efforts at WCU. Miles supervised two interns who provided insight into current marketing efforts as well as the quality of the educational material we provide to students. This led to a CAS standards professional development and a drug education professional development that were facilitated by the interns for the DSCE. Further, content has been and will continue to be added to PartySmart based on the intern's work.

Information regarding programming and sanctioning for students can be found in the [Alcohol and Other Drug Appendix](#).

## **Academic Integrity**

Rebecca Lasher and Holly Taylor partnered to lead the academic integrity efforts of the DSCE. They began the year by training the board which is comprised of two faculty members from each college and the Kimmel School. Several members rotated off and were replaced this year.

In an effort to build on the success of the Spring 2010 program “Developing Integrity”, the DSCE capitalized on the momentum to expand Academic Integrity programming. The programming increased in numbers, reached a broader audience, and covered more content. During the 2010-2011 academic year, we produced six forums total, three for students and three for faculty.

### Fall 2010:

- \* “Academic Integrity – A Discussion” (for faculty/staff)
- \* “Academic Integrity – The Real Facts vs. Fiction” (for faculty/staff)
- \* “Academic Integrity – Educational Sanctioning” (for faculty/staff)

### Spring 2011:

- \* “Academic Integrity – A Discussion” (for students, collaboration with Resident Student Association)
- \* “The Greek Academic Integrity Forum” (for Greek students, collaboration with Order of Omega)
- \* “Monster Mash Up” (for students, collaboration with Resident Student Success/Western PEAKS)
- \* Campus-wide mail out to all faculty members including resources and information on the WCU AI Policy

Rebecca and Holly also conceptualized and developed two different campus-wide surveys to be administered during the Fall 2011 semester. Each survey, having been approved by the IRB and other stakeholders, will be administered through the WCU Qualtrics account. Both surveys measure knowledge of WCU Academic Integrity policies. One uses students as the target population and the other uses Faculty/Staff as the target population.

Faculty Fellow reports, Academic Integrity violations data, and hearing board member list is in the [Academic Integrity Appendix](#).

## **Technology**

As the 2009-2010 academic year drew to a close and led into the summer months, the DSCE determined that a change in technology was not only needed but was necessary. The process of researching, identifying, contracting, purchasing, configuring, and implementing the new database has been time consuming but has already proven to have been the right decision at the right time. As timing would have it, this transitional process was undertaken during a year where caseload saw a significant increase. The dedication and commitment shown by Holly Taylor and Miles Komuves should be commended. The increased 2010-2011 case load is proof that it was the right time to make a move to a more robust, versatile, and user friendly technology. The hard work that was done behind the scenes came to the forefront in the Spring 2011 semester. The DSCE began the data migration and practical transition to Maxient, a more intuitive and flexible database system. Maxient gives the DSCE the ability to fully utilize the case management components, receive accurate numbers for reporting and assessment, and use the database feature to its fullest extent. Currently, the DSCE is developing training materials and a schedule for our campus-wide user training which will be held on Friday, July 29, 2011. This training will include colleagues from the University Police Department, the new and returning Resident Directors and Assistant Resident Directors, other stakeholders from Residential Living, the Assistant Vice Chancellors for Student Affairs, the DSCE staff, and members of the Student Crisis Response Team and Early Alert team.

The DSCE endeavors to continually improve the web presence and visibility of the department and its programs. Ongoing enhancements include posting the reports, departmental statistics, and the Party Smart page. More recent changes include the addition of an audio clip of a WRGC interview and additional content, contact, and clarity added to the AOD page. The DSCE strives for the website to be more easily navigable, increasingly informative, and aesthetically appealing to all viewers, especially students, while maintaining WCU website standards. Ongoing effort is made to ensure that the content is current and informative. Specifically, the links regarding academic integrity will be revamped for ease of navigation, and hopefully result in an increase in visitors to the page. It is a goal that the DSCE will have all full time staff members trained on the Red Dot program so that the web page can be modified at any time.

## **Graduate Student Support**

The DSCE enjoys an ongoing collegial relationship with the College Student Personnel program. As a result of this mutually beneficial relationship, 4 graduate interns were placed with the DSCE for the 2010-2011 academic year. Two interns were placed with the DSCE each semester and were supervised by the Coordinator for Alcohol and Drug Education (Miles) and the Assistant Director (Holly). Though the internship is developed in order to expose the students to the broader operations of the department, each intern self selected an area in which to seek additional experience. Accordingly, the interns supervised by Holly had an academic integrity focus while the interns supervised by Miles had an alcohol and drug education focus. Each intern was expected to complete 10 hours of work per week which included a variety of day to day responsibilities and other tasks as assigned. Each intern was also expected to present a professional development program to the DSCE that incorporated what had been learned throughout the internship.

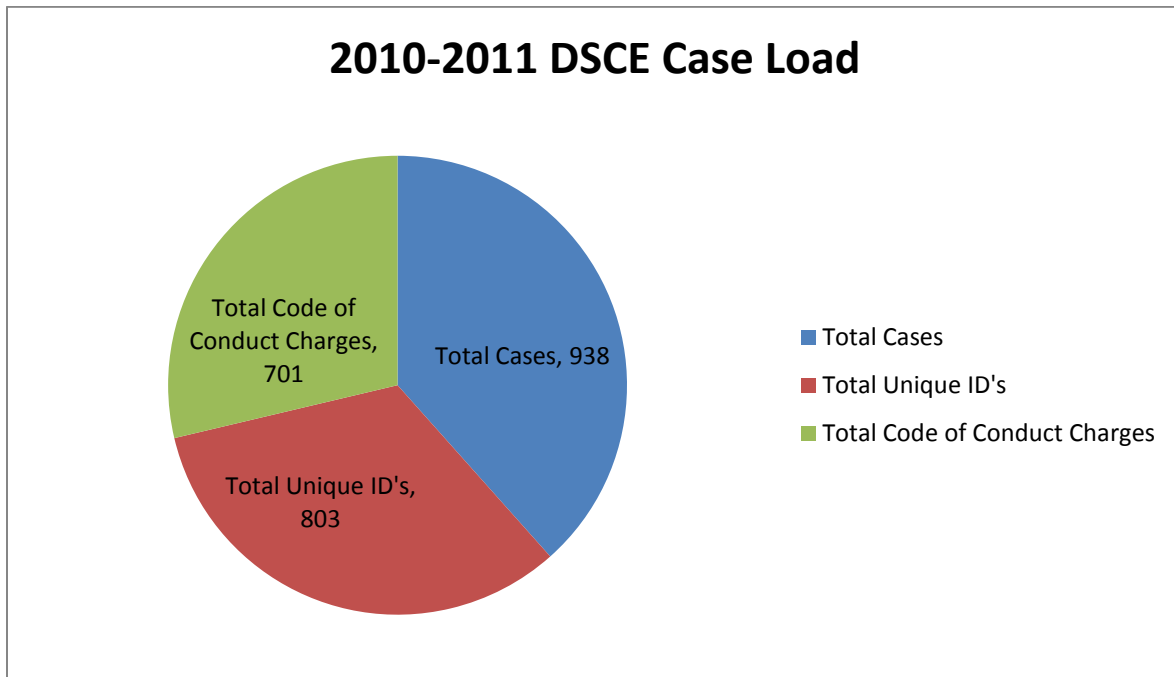
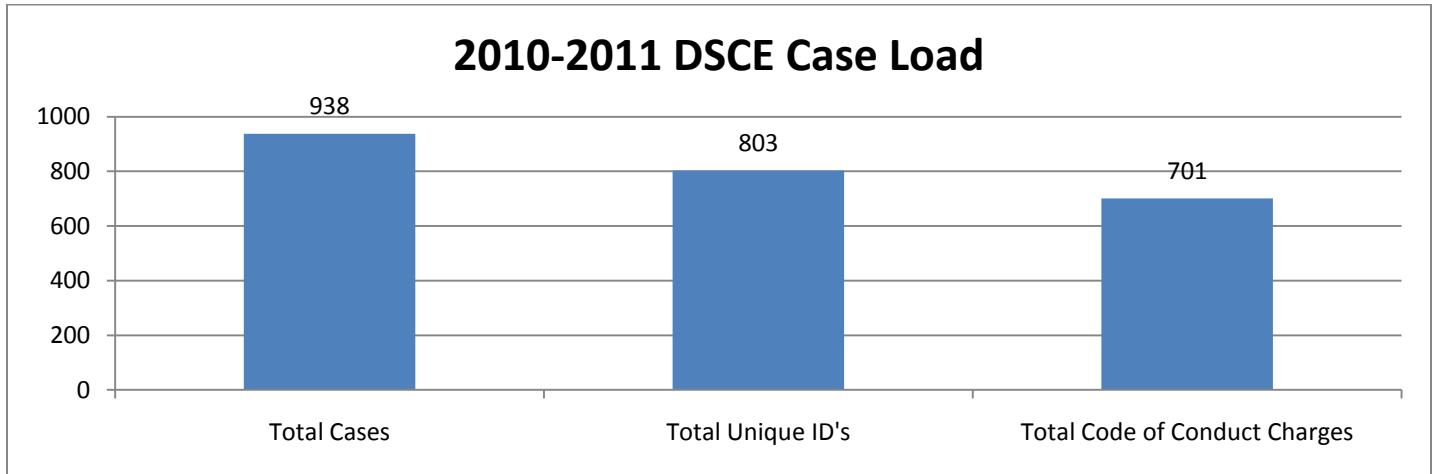
The professional development presentations are meant to help the interns make connections between their work in the DSCE and broader issues regarding higher education. For the Fall 2010 semester, Jen Pierce and Jennifer Wilson teamed up to do an informal but very informative assessment of the DSCE based on CAS Standards. During the Spring 2011 semester, Jen Miranda presented on the topic of gender as it relates to reporting or being reported for violations of the Academic Integrity Policy, while Cassandra Jenkins spoke about new ways that students are self-medicating, including misusing common consumer products and/or prescription medication.

Some highlights from our graduate interns work this academic year were:

- \* Presenting at academic integrity forums
- \* Creating alcohol and drug sanction cards for hearing officers to use
- \* Finding new opportunities for collaboration (i.e. Order of Omega, Greek Council, etc.)

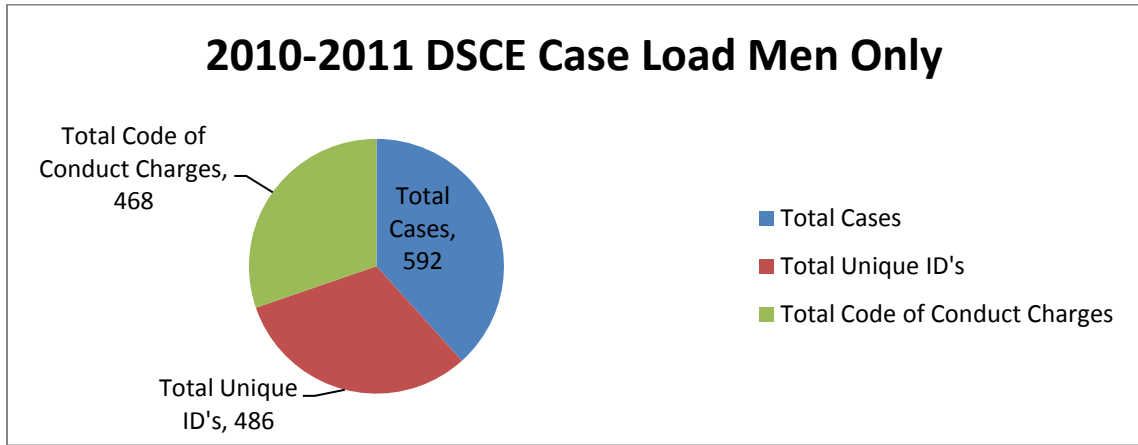
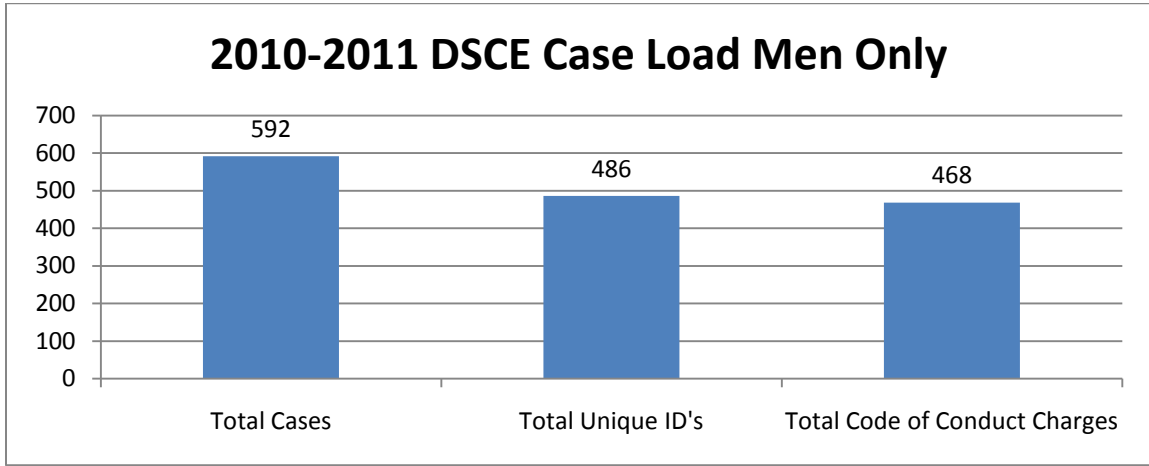
### DSCE Case Load Appendix:

The following charts are based on the data from August 1, 2010 - May 31, 2011. The data verifies that there were indeed increases in many areas. Please note that these charts are developed by combining 'legacy data' from the previous database with recent data that was entered directly into the new database. Due to the differences in format/function of the databases, there is some difficulty comparing year to year. Explanations have been added for clarity. One example of the differences in format/function is in the overall case load numbers. The previous database counted 'incidents.' The new database counts 'cases.' Scenario: Four underage students were documented for playing drinking game in the residence hall. The old database would count this as 1 incident. The new database counts this as 4 cases.

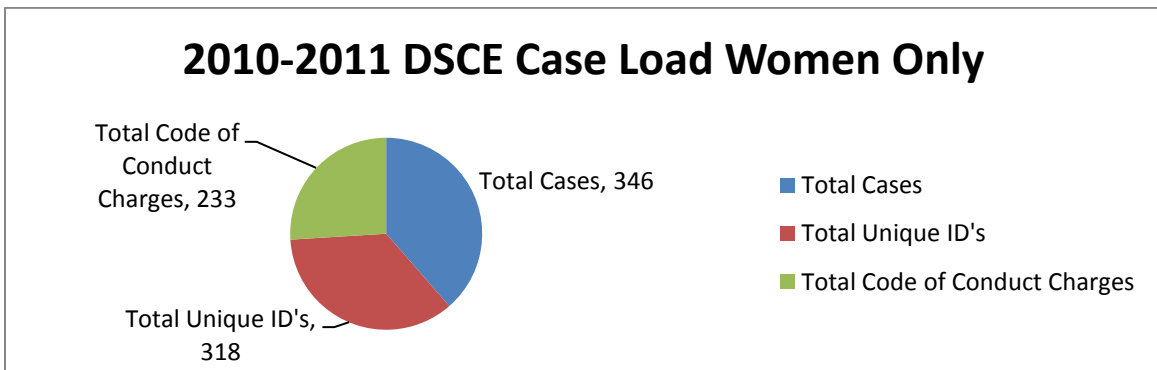
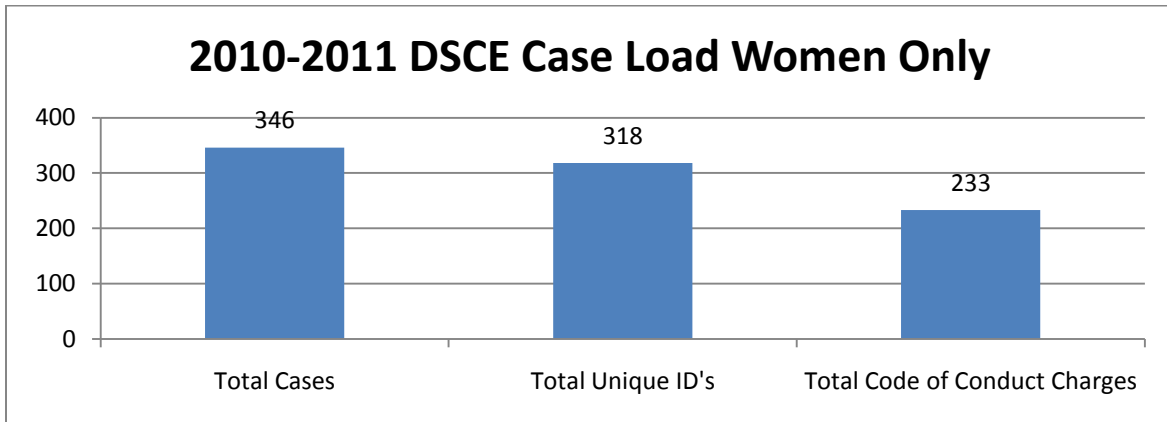


This chart shows that the DSCE managed 938 cases involving 803 individual students that resulted in 701 unique charges. The 938 cases include Admission Conviction cases that are managed through the DSCE. These cases do not result in charges. In order to make a comparison, here are the numbers without Admission Conviction Statements: 796 Total Cases, 661 Unique IDs, and 701 total charges. 661 unique IDs are a **62.8% increase** over the previous year. 701 charges are a **25.2% increase** over the previous year.

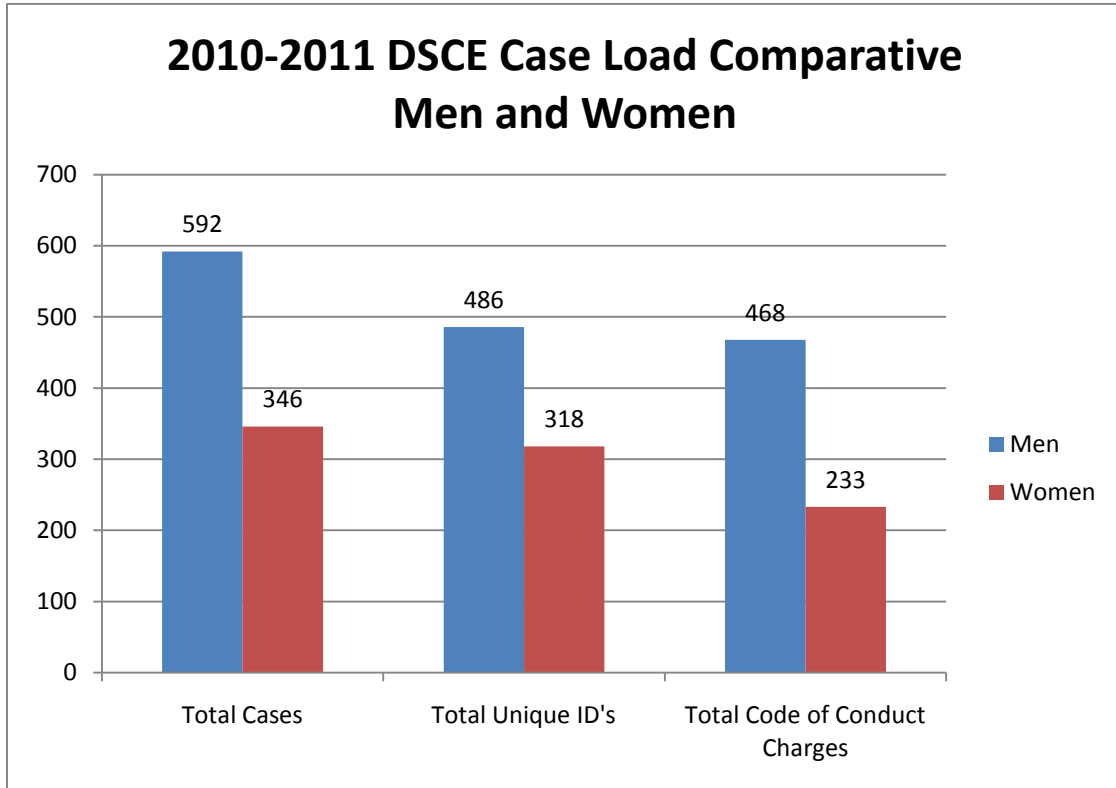
These charts look at the case load associated with men. Year to year comparisons are not available at this time.



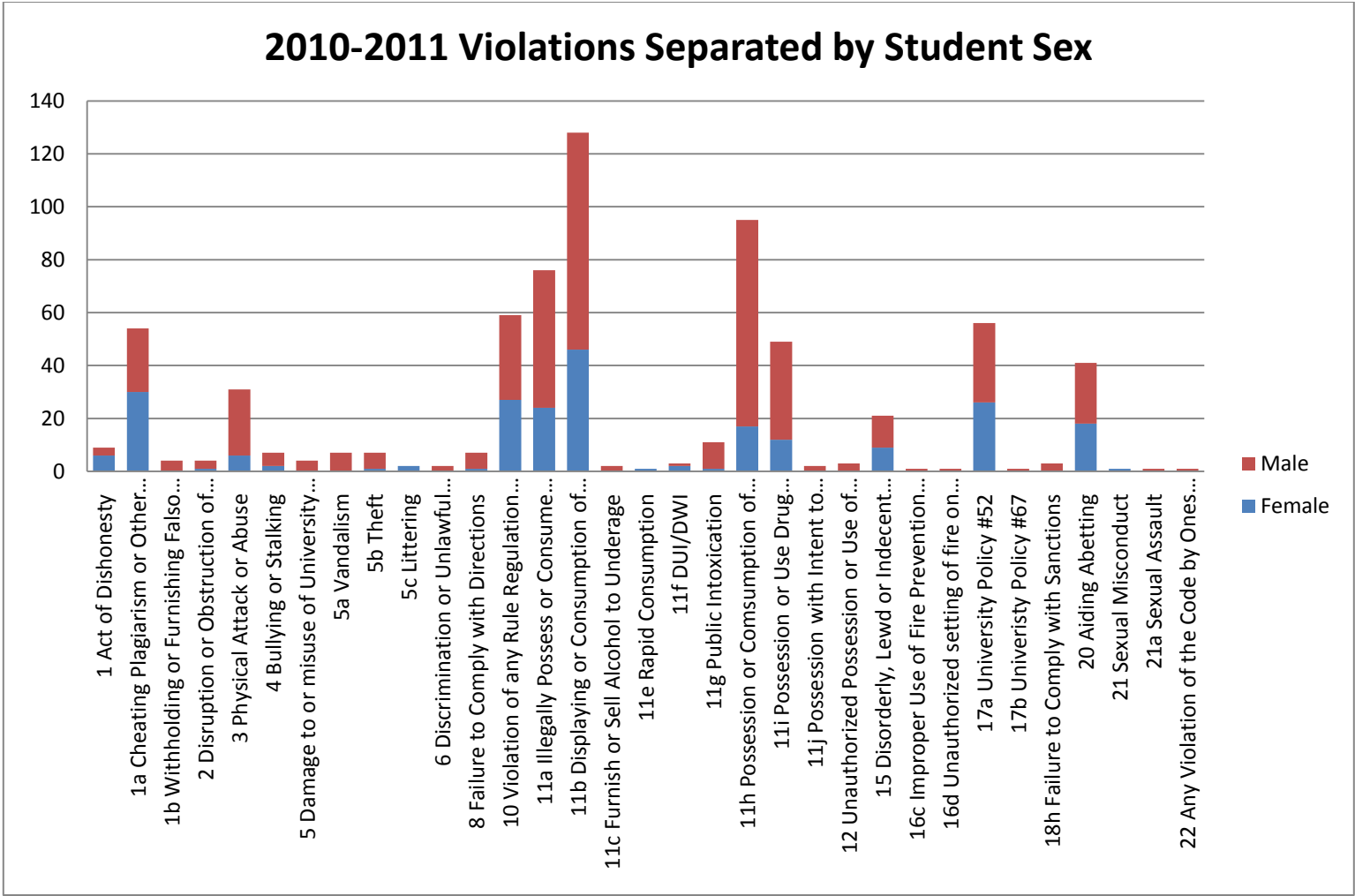
These charts look at the case load associated with women. Year to year comparisons are not available at this time.



This chart is a side by side comparison of the case load generated by men and women.

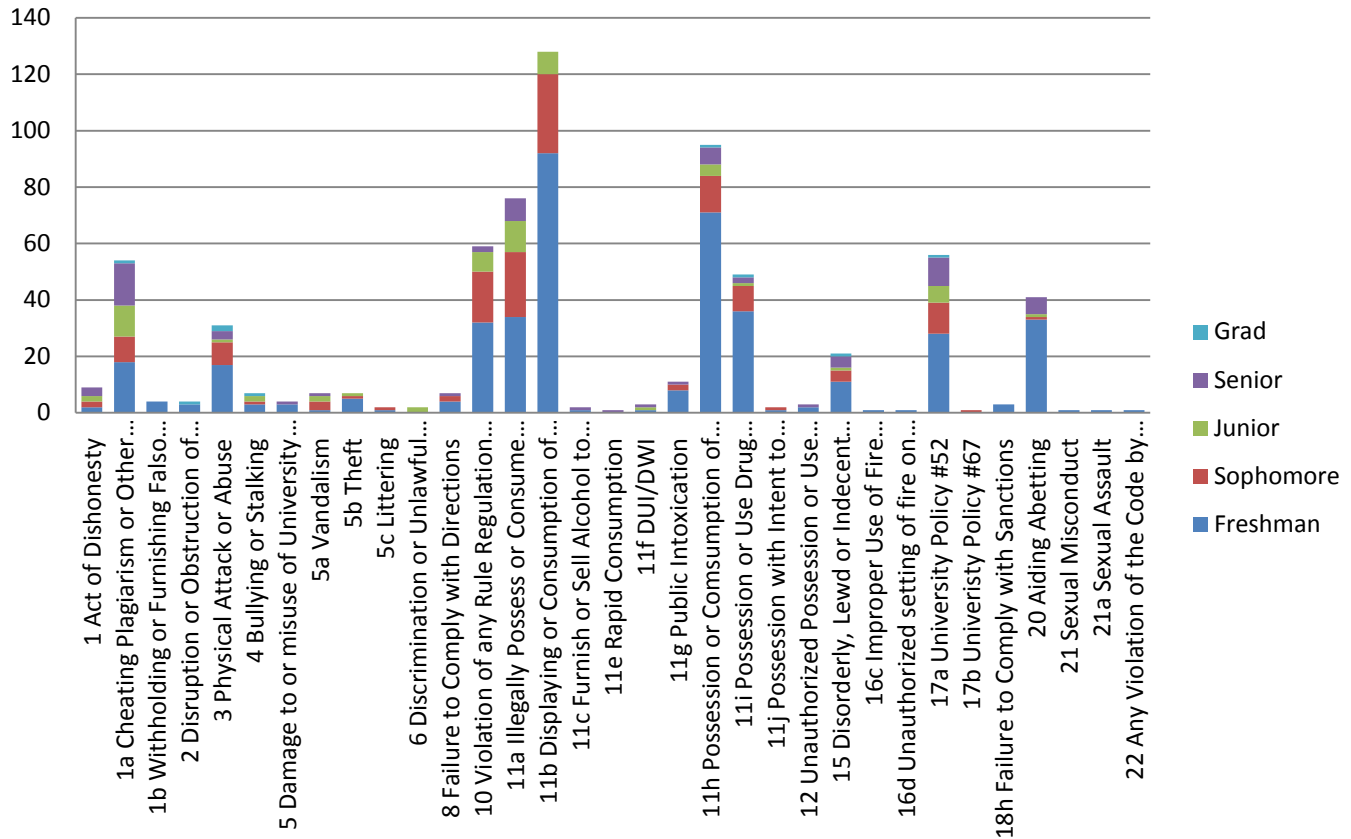


This chart illustrates total policy violations separated by student sex. The chart shows that more violations are committed by men than women (see 3, 11, 11b, 11g, 11h, and 11i).

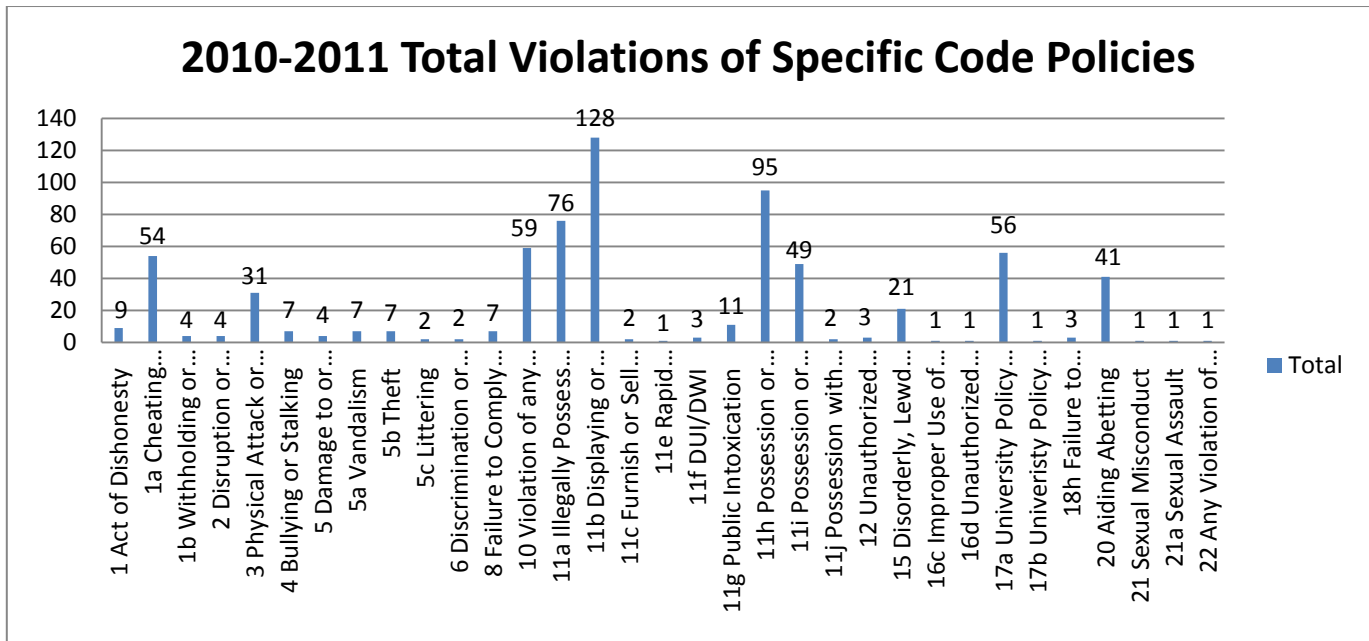


This chart illustrates total policy violations by classification. The chart shows that the great majority of violations are committed by freshman and sophomore students (see 3, 10, 11b, 11g, 11h, and 11i). Generally, there is a significant decrease in violations from classification to classification. 1a-Academic Integrity violations seem to be an interesting exception to the trend.

## 2010-2011 Violations Separated By Student Class Standing



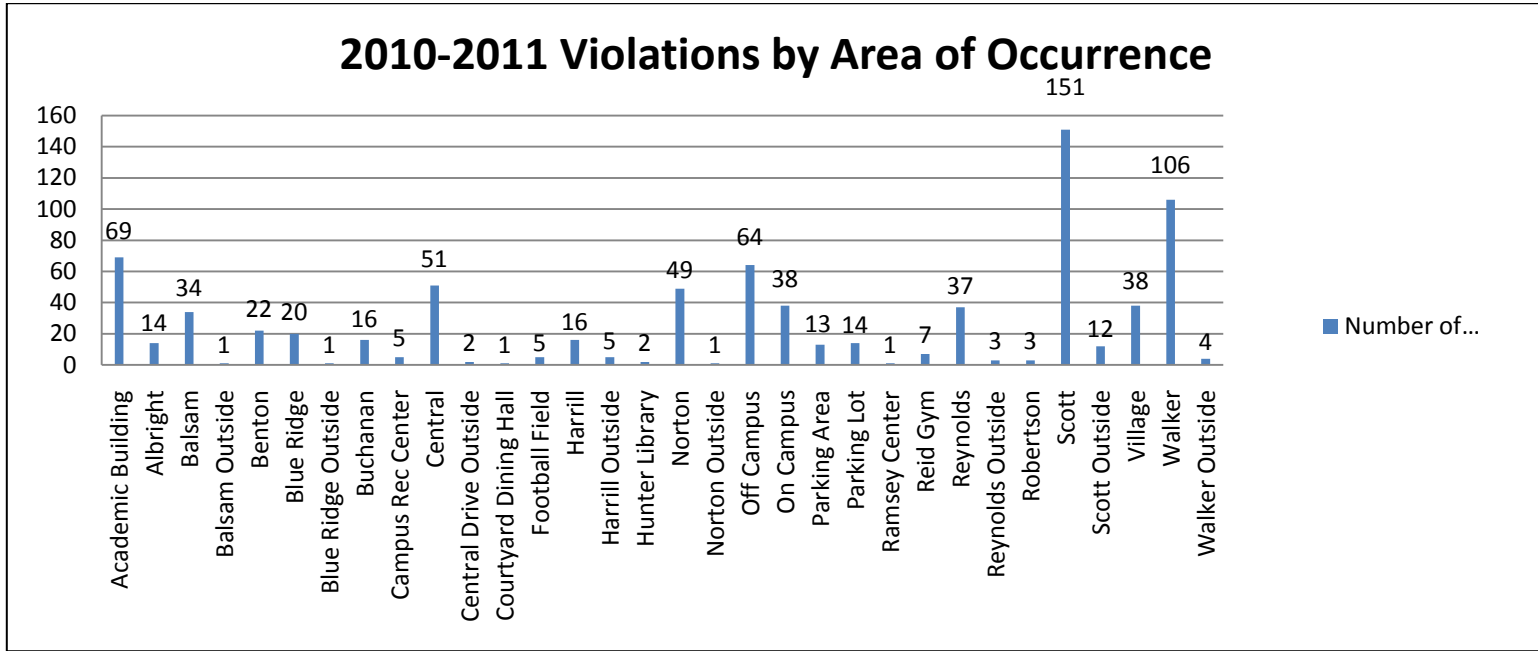
This chart illustrates the number of violations of each code. See notes below the chart.



Some codes saw a significant increase from year to year. Examples include:

	09-10	10-11	% increase
1a Academic Integrity	21	54	157
3 Physical abuse or any conduct...	24	31	29
4 Bullying/Stalking	4	7	75
10 Violation of any rule...	47	59	26
11a Possess /Consume Alc.	64	76	19
11b Possess /Consume Res Halls Alc.	83	128	54
11h Possess/Consume Drugs	54	95	76
11i Possess drug paraphernalia	32	49	53
15 Disorderly/lewd	10	21	110
17 Copyright	27	56	107
20 Aid, abet, facilitate	28	41	46

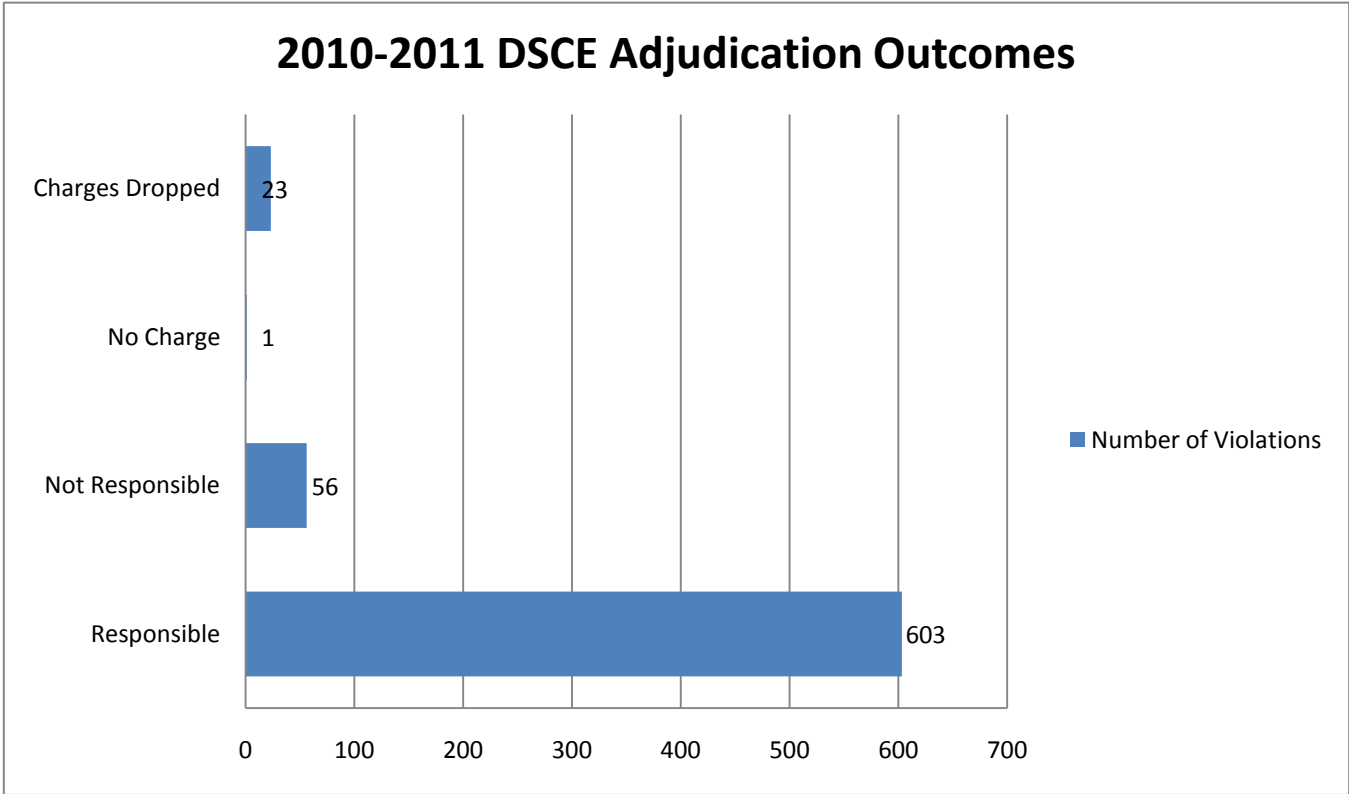
This chart shows violations by location. See notes below.



Some locations saw a significant increase from year to year. Examples include:

	09-10	10-11	% increase
Scott	129	151	17
Walker	77	106	38
Village	27	38	41
Off Campus	23	64	178

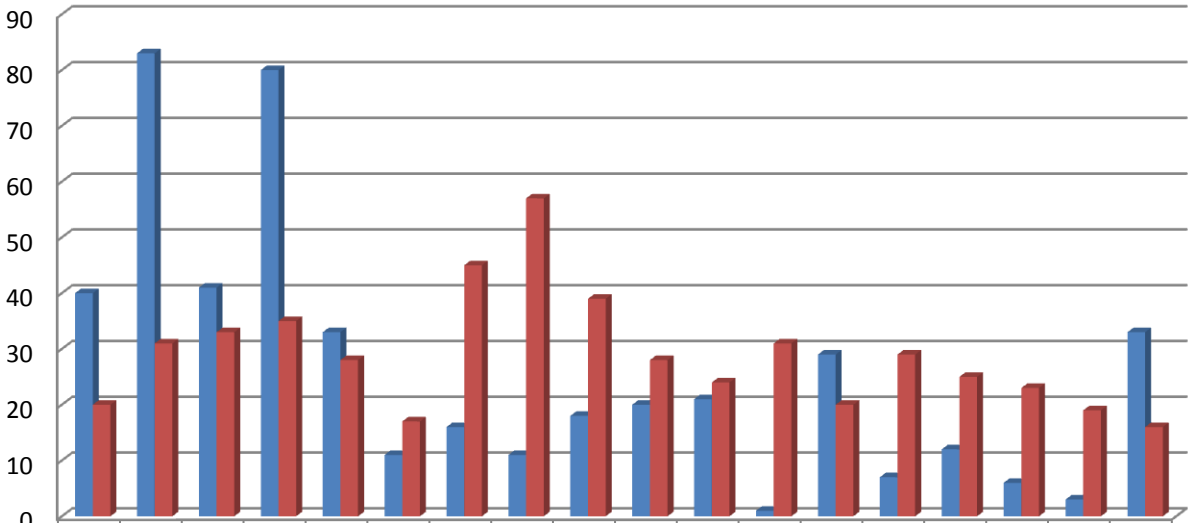
Due to the educational nature of the student disciplinary process, preponderance is used as the standard to determine responsibility.



Outcome	09-10	10-11	% Change
Charges dropped	8	23	188
No Charge	5	1	-80
Not Responsible	29	56	93
Responsible	518	603	16

Cases are heard by RDs and DSCE staff members. The DSCE expects all hearing officers to respond to cases immediately and hear them as soon as possible. This table shows the number of cases heard by the Hearing Officer and show the average turnaround time in days. Turnaround is the number of days from the incident until the case is closed.

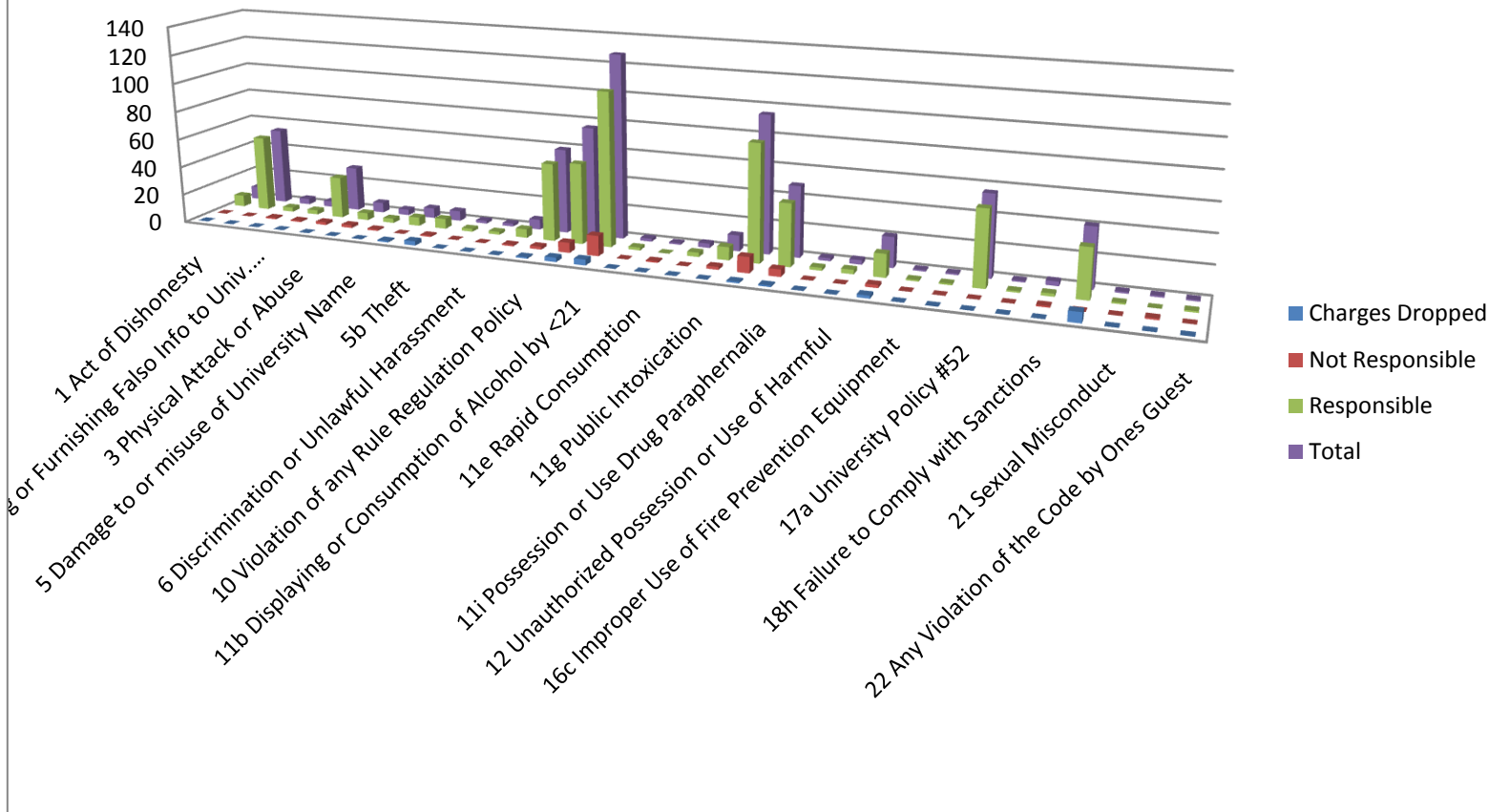
### 2010-2011 Hearing Officer Case Turnaround



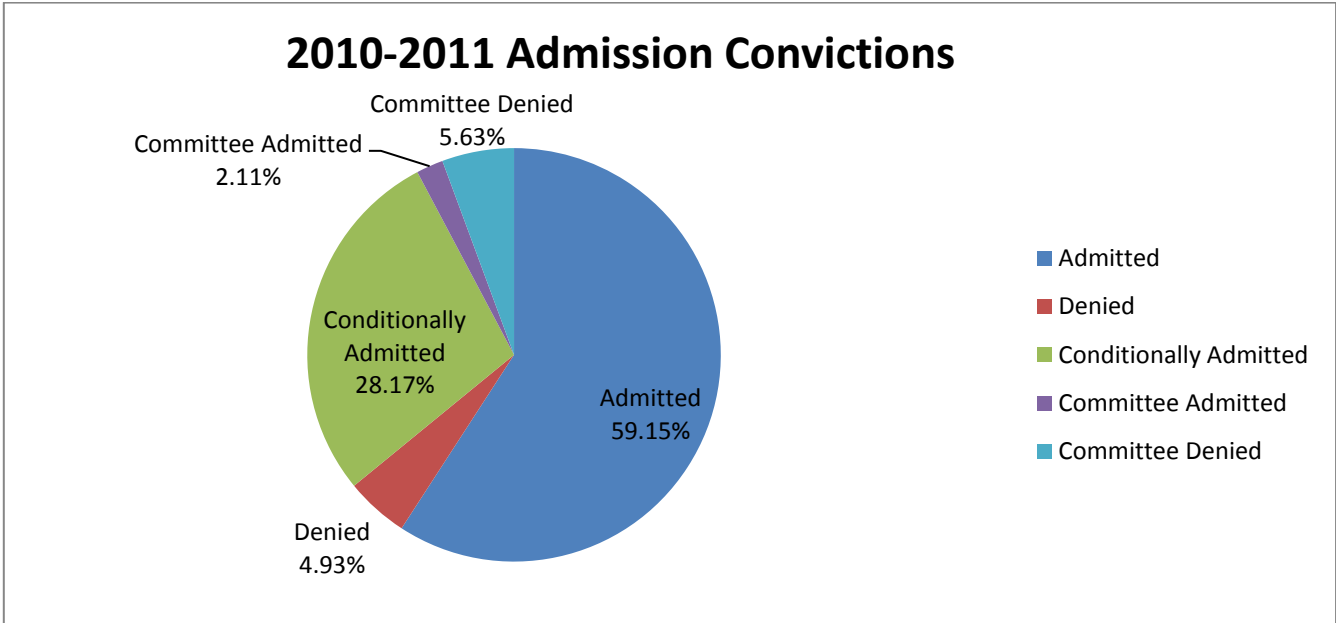
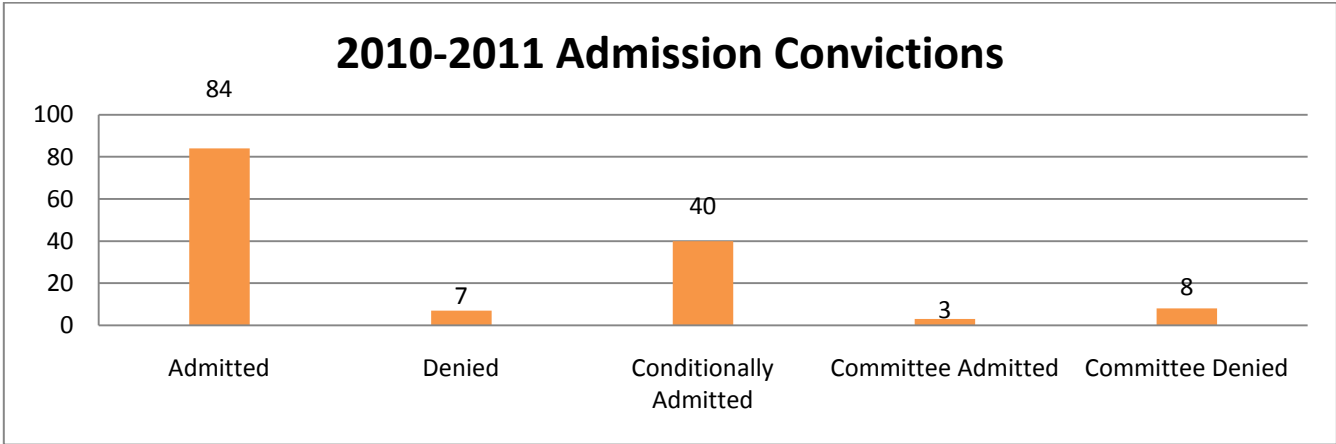
	Walter Turner	Holly Taylor	Miles Komuves	Briann Boyer	Laura Anslay	Kim Hardaway	Venus Miller	Keshia Martin	Miles Basehart	Rodney Franks	Amber Keen	Carrie Worley	Jennifer Wilson	Dillon Wyatt	Josh Thompson	Jen Miranda	Cassandra Jenkins	Faculty Members
Total Cases	40	83	41	80	33	11	16	11	18	20	21	1	29	7	12	6	3	33
Turnaround	20	31	33	35	28	17	45	57	39	28	24	31	20	29	25	23	19	16

This chart is a summary of the different violations and the outcomes of each. Note that the scale had to be increased this year. In 2009-2010, the vertical axis stopped at 100. In 2010-2011, the vertical axis was raised to 140 in order to accommodate for the increase in violations.

## 2010-2011 Summary of Violations Including Outcomes



These charts illustrate decisions based on the Admission Conviction process. In the graphs below, one may notice that the great majority of admission conviction cases result in admission without committee or further engagement in the process. Twenty-eight percent meet with a DSCE staff member before getting the OK for admission.



	09-10	10-11	% Increase
Total Reviewed	110	142	29
Admitted	69(62)	84(59)	22
Denied	3(3)	7(5)	133
Conditionally Admitted	32(28)	40(28)	25
Committee Admitted	1(1)	3(2)	200
Committee Denied	5(4)	8(6)	60

Though there was an increase in the number of applications reviewed, the decisions were very consistent year to year by percentage. This number in parentheses represents the percentage of that years decisions.

### Alcohol and Other Drug Appendix:

The 2010-2011 academic year saw new advances in the implementation of the Alcohol-Wise program. We've collected data to show both an increase in use of this program as well as our sanction programming. Additionally, we've seen a reduction in overall alcohol incidents. Unfortunately, we've seen an increase in marijuana related incidents. While we think that this shows that our efforts on campus regarding alcohol are having an impact and being successful, it may suggest more work needs to be focused on drug use.

Below is a chart that details changes in freshman class size while improving compliance with Alcohol- Wise and maintaining a reasonable number of alcohol and drug violations.

	AY 2006-2007	AY 2007-2008	AY2008-2009	AY 2009-2010	AY 2010-2011	
<b>Freshman Class</b>	1459	1150	1224	1550	1317	
<b>Transfer Students</b>	*	*	*	*	770	
<b>Enrolled in Alcohol-Wise</b>	*	*	1114	1530	1317	
<b>% of the FY Class</b>	*	*	91.01%	98.71%	<b>100.00%</b>	1.29% ↑
<b>Transfer Enrolled in Alcohol-Wise</b>	*	*	*	*	<b>770</b>	
<b>% of the Transfer Class</b>	*	*	*	*	<b>100.00%</b>	
<b>Completed Alcohol-Wise (Part 1)</b>	*	*	1067	1491	1303	
<b>% of Enrolled in WCUAW Control</b>	*	*	95.78%	97.45%	98.93%	1.48% ↑
<b>% of the FY Class</b>	*	*	87.17%	96.19%	98.93%	2.74% ↑
<b>Completed Alcohol-Wise (Part 1)</b>	*	*	*	*	610	
<b>% of Transfer Enrolled in WCUTRN Control</b>	*	*	*	*	79.22%	
<b>% of the Transfer Class</b>	*	*	*	*	79.22%	
<b>Completed Alcohol-Wise (Part 2)</b>	*	*	767	1185	1085	4.93% ↑
<b>% of Enrolled in WCUAW Control</b>	*	*	68.85%	77.45%	82.38%	3.79% ↑
<b>% of Completed Part 1</b>	*	*	71.88%	79.48%	83.27%	5.93% ↑
<b>% of FY Class</b>	*	*	62.63%	76.45%	82.38%	
<b>Completed Alcohol-Wise (Part 2)</b>	*	*	*	*	485	
<b>% of Transfer Enrolled in WCUTRN Control</b>	*	*	*	*	62.98%	
<b>% of Transfer Completed Part 1</b>	*	*	*	*	79.51%	
<b>% of the Transfer Class</b>	*	*	*	*	62.98%	
<b>Alcohol Related Code Violations</b>	502	381	167	169	164	
<b>% Change</b>	*	24.11%	56.17%	1.20%	2.96%	
<b>Drug Related Code Violations</b>	145	106	66	83	111	
<b>% Change</b>	*	-26.90%	-37.74%	25.76%	25.20%	

Percentage increases in compliance and completion are located on the right hand margin. Decreases over time (and drug increases between 2008/2009, 2009/2010, and 2010/2011) are noted in green and red at the bottom of the chart. Please note that violation numbers have dropped dramatically since implementing 3<sup>rd</sup> milclassrooms programming and sanctions in 2008.

Results from the AW and TRN groups show a marked increase in knowledge about alcohol and negative consequences associated with its use. The corner stone of substance education is that informed students (knowledgeable ones) make better and more informed decisions. This, in turn, keeps them safer and helps them be more successful.

## Section A: OUTCOME REPORT RESULTS

### 1 Test Results - Student Knowledge of Alcohol and Related Behavioral Health Issues

33% increase in average test score between pre & post test concludes students are educating themselves on alcohol and the associated behavioral health issues.

	Pre-Test Average	Post-Test Average	% Change
WCUAW N= 1301	53 %	86 %	33 %
Aggregate	55 %	82 %	27 %

## Section A: OUTCOME REPORT RESULTS

### 1 Test Results - Student Knowledge of Alcohol and Related Behavioral Health Issues

31% increase in average test score between pre & post test concludes students are educating themselves on alcohol and the associated behavioral health issues.

	Pre-Test Average	Post-Test Average	% Change
WCUTRN N= 576	55 %	86 %	31 %
Aggregate	55 %	82 %	27 %

The tables that follow show decreases in negative consequences experienced following completion of this program. Please review these tables carefully. While the number is low, sexual assaults remain more common in college – these numbers help legitimize efforts on campus like the Red Zone campaign.

Students are experiencing fewer negative consequences after taking the course which educates them on making better decisions concerning alcohol use.

**Number of times students have experienced any of the following as a consequence of their drinking in the past 30 days**

WCUAW N= 1072	Initial Assessment			Follow-up Assessment			Change
	Number of times experienced	Number of students reporting this experience	Percent of students reporting this experience	Number of times experienced	Number of students reporting this experience	Percent of students reporting this experience	
Physically injured yourself	66	27	2.52%	49	28	2.61%	4% Increase
Physically injured another person	41	14	1.31%	12	7	0.65%	50% Reduction
Been involved in a fight	16	13	1.21%	13	8	0.75%	38% Reduction
Did something you later regretted	96	48	4.48%	83	51	4.76%	6% Increase
Forgot where you were or what you did	129	55	5.13%	102	53	4.94%	4% Reduction
Had someone use force or threat of force to have sex with you	3	2	0.19%	6	6	0.56%	200% Increase
Had unprotected sex	111	29	2.71%	76	30	2.80%	3% Increase

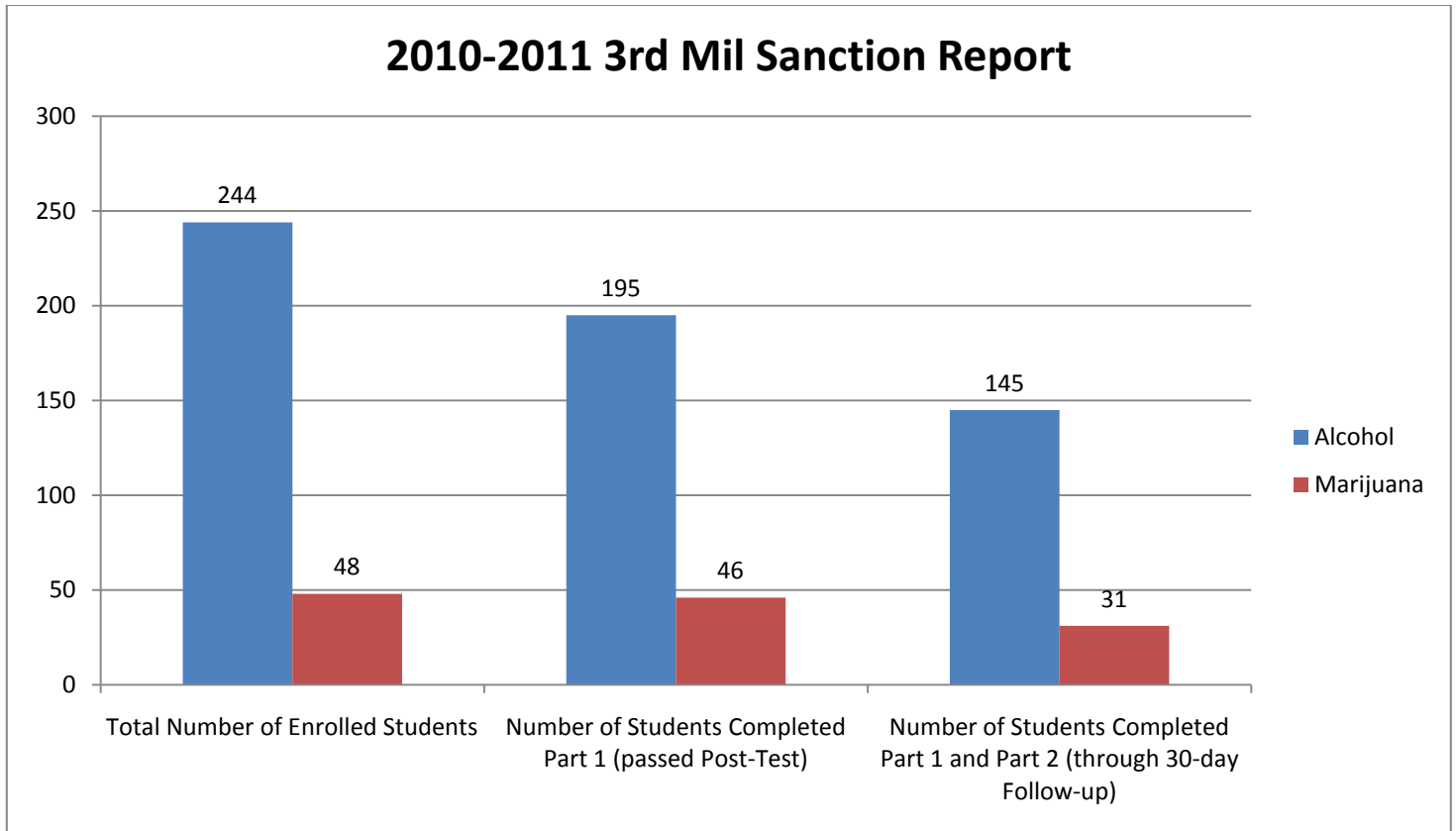
The national aggregate shows that overall, students are experiencing fewer negative consequences after taking the course which educates them on making better decisions concerning alcohol use. Lower percentages for your institution could be the result of a low number of survey responses.

**Number of times students have experienced any of the following as a consequence of their drinking in the past 30 days**

WCUTRN N= 437	Initial Assessment			Follow-up Assessment			Change
	Number of times experienced	Number of students reporting this experience	Percent of students reporting this experience	Number of times experienced	Number of students reporting this experience	Percent of students reporting this experience	
Physically injured yourself	18	7	1.60%	10	4	0.92%	43% Reduction
Physically injured another person	1	1	0.23%	5	3	0.69%	200% Increase
Been involved in a fight	3	3	0.69%	7	4	0.92%	33% Increase
Did something you later regretted	46	27	6.18%	15	11	2.52%	59% Reduction
Forgot where you were or what you did	33	16	3.66%	48	15	3.43%	6% Reduction
Had someone use force or threat of force to have sex with you	2	2	0.46%	1	1	0.23%	50% Reduction
Had unprotected sex	38	12	2.75%	140	14	3.20%	17% Increase

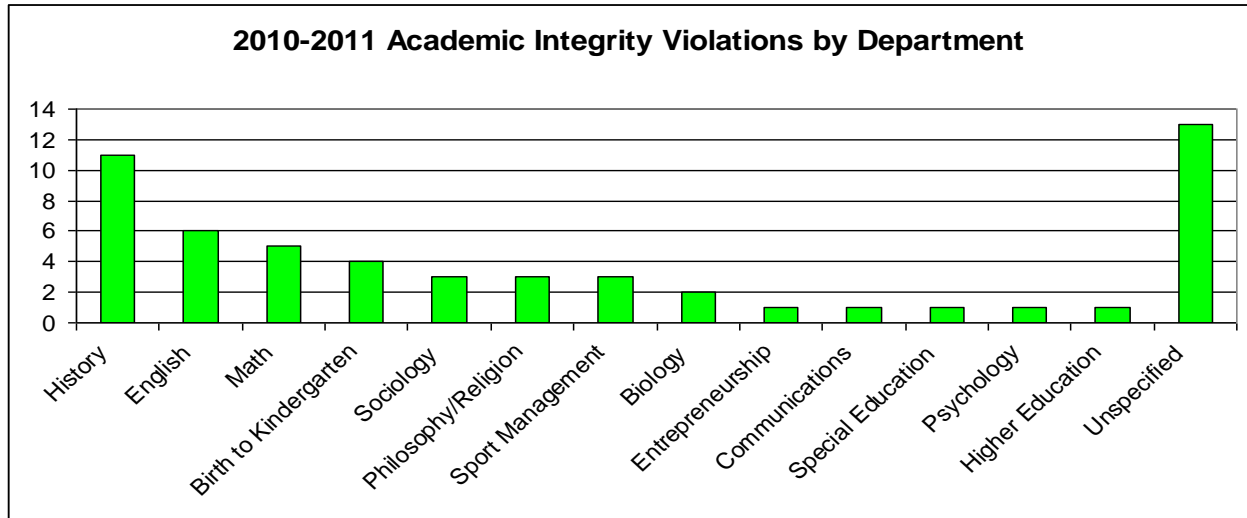
Unfortunately we cannot compare sanction data yet with our migrated data in the new system.

Sanction tracking and enforcement is an area that needs improvement in the future. With the addition of Maxient, this should become less of a problem, and with the addition of an assistant, this would become significantly easier. The low use of Marijuana 101 may be partially due to the frequency of repeat offense and the number of students suspended for Marijuana charges.



## Academic Integrity Appendix:

In the following reports you will be able to see which departments the reported violations of the Academic Integrity Policy came from, the number of hearings, and the level of students reported for violations. Also attached you can view the list of hearing board members for the 2010-2011 year and the semester reports from the Faculty Fellow.



Total number of academic integrity violations reported to the DSCE: 55\*

Type of Violation

Cheating:	20
Plagiarism:	34
Fabrication:	1
Facilitation:	0

Level of Student

Undergraduate:	54
Graduate:	1
Doctoral:	0

Resolution of Cases

Mutual Resolution:	48
Hearing:	7

Finding

Responsible:	55
Not-responsible:	0

By Semester

Fall 2010:	30
Spring 2011:	25

\* There is currently one open case which will be heard by the Academic Integrity Board.

The cases which were "unspecified" were only so in Maxient.

## **2010-2011 Academic Integrity Board Representatives**

### College of Education and Allied Professions

Robert Crowe  
Russ Curtis

### College of Business

Lorrie Willey  
Janet Ford

### College of Arts and Sciences

Annette Debo  
John Whitmire

### College of Health and Human Services

Kimberly Crawford  
Jennifer Hinton  
Josie Crolley-Smith

### College of Fine and Performing Arts

Andrew Adams  
Dan Cherry

### The Kimmel School

Wes Stone  
Don Jensen

*Faculty Fellowship Report*  
*By Rebecca Lasher*

During the fall semester of 2010 as the Faculty Fellow for the Department of Student Community Ethics, many goals have been accomplished. As the academic year began, training was provided to all new faculty during their orientation to WCU. For the first time in many years, DSCE was granted a time slot which provided an opportunity for a more in-depth presentation. An active group of new faculty was engaged in hearing about the revised Academic Integrity Policy and the process for reporting academic dishonesty. Also, these new faculty asked many questions about the issue and were clearly invested in making certain they understood the policy. All new faculty members were provided with folders of information including reporting forms for their use with students.

In September, orientation training was provided to all faculty members of the Academic Integrity Board. The following board members were recruited to fill vacancies: Annette Debo and John Whitmire from the Arts and Sciences College; Janet Ford from the College of Business; Robert Crow from the College of Education; and Josie Crolley-Simic from the College of Health and Human Sciences.

To promote faculty awareness of the new reporting procedure for Academic Dishonesty, all department heads were contacted and a request was made to attend their respective faculty meetings to discuss the issue. Across the many divisions of the university, the DSCE attended a total of 6 department meetings.

At the request of the Academic Policy and Rules Committee (APRC), the DSCE presented information to members during the September meeting regarding the process of hearing boards for academic dishonesty, the composition of the board and the issue of sanctions. This presentation was a result of concerns raised at the Fall Faculty Caucus. An issue was raised at the faculty caucus concerning an alleged incident in which the Department of Student Community Ethics issued a grade directly to students. The primary issue of concern to faculty was related to who has exclusive authority to issue grades. After a clear discussion of the issue, the APRC created a resolution for clarification which was approved by the Faculty Senate in the September 29, 2010 meeting. This resolution is outlined below.

As a result of the misinformation circulating on campus regarding Academic Integrity, several forums were held to improve the faculty's knowledge of the policy, procedure and board role in the process. The first forum was held in September as a general brown-bag discussion on the policy. The event created an atmosphere for open dialogue among faculty members and invigorated the DCSE to hold another forum in October. This event was a presentation entitled, "Fact or Fiction: Academic Integrity." A broad perspective was taken during this event and included the perspective of the faculty, student affairs; students and the educational law. Finally, a workshop was held in December to help faculty understand sanctioning of students in cases of academic dishonesty within their classroom. A matrix of sanctions was created for attendees and these will be distributed to the entire faculty during the spring semester.

During the fall semester, I have presided over 3 cases of academic dishonesty. To streamline the hearing process, I am now responsible for scheduling faculty for each hearing.

Goals for spring semester of 2011 include more outreach to the student body; continued faculty training; creation of a utilization survey for faculty and partnership with Undergraduate Studies on events celebrating First Amendment rights and academic freedom.

### **Clarifying Policy on Final Grade Changes**

Whereas the Academic Integrity Board (Graduate Academic Integrity Board) has the right to adjust course grades in the case of academic integrity violations, in accordance with the Academic Integrity Policy which is part of the Student Code of Conduct,

Whereas the Academic Integrity Board (Graduate Academic Integrity Board) includes faculty memberships,

Whereas the language in the Faculty Handbook (Section 5.15) may lead faculty to believe that their authority to grade their students is absolute,

Whereas clearer language in the Faculty Handbook and the Academic Integrity Policy would better delineate faculty rights and responsibilities,

Be it resolved that in the third sentence of Section 5.15 of the Faculty Handbook should be extended to read “...except as provided in the incomplete grade policy, **in the case of a student appeal (as in 5.16), or an academic integrity violation, in which cases final grade may be determined by the appropriate appeal body as part of sanctions (see Academic Integrity Policy.)**”

Revised Section 5.15 would appear as follows:

### **5.15 Final Grade Changes**

When a grade other than incomplete is reported officially by an instructor at the end of a term, the grade is recorded and can be changed only if an error was made in estimating or reporting it. The instructor will, with the approval of the department head, report the error in writing to the dean with a recommendation about the action to be taken. Only the instructor can change the grade in a course except as provided in the incomplete grade policy, in the case of a student appeal (as in 5.16), or an academic integrity violation, in which cases final grade may be determined by the appropriate appeal body as part of sanctions (see Academic Integrity Policy.) Any request by a student for a change in a final grade must be submitted to the instructor within thirty-five days after the end of final exams.

### ***Spring 2011***

As Faculty Fellow for Student Community Ethics, the spring semester of 2011 has been one of great outreach across the campus. A main focus was to provide students the information needed to promote understanding of the academic integrity policy and the adjudication procedures at Western Carolina University. In collaboration with various departments on campus including: the CAT Tutoring Center; the University Writing Center; Career Services; the Department of Residential Living and the Office of Greek Life, a total of three forums with students were held this semester.

In March, a survey in Qualtrics, (Western Carolina University's online software for research and program evaluation) was created. This survey is to be distributed to students online in the fall and will measure their knowledge of the academic integrity policy, sanctioning and due process. The survey has been approved by the Institutional Review Board (IRB) to be administered to all students and the results will allow our office to evaluate the current policies and make adjustments if indicated.

Every faculty member in all departments across campus was provided with sanction cards in April. These are a tool for faculty use and will aid professors an easy-to-follow guide when sanctioning students for academic integrity violations.

Starting in the fall, all faculty members will be asked to complete a Utilization Survey through Qualtrics. My intent in creating this survey was to further our knowledge in what professors think and actually do about academic dishonesty. This tool will collect data on how many professors are following the academic integrity policy, reporting offenses and finding the information (whether on our website, through forums, or by talking with peers) vital to understanding our policy.

This spring also marked the beginning of research within the office. The focus has been on how gender affects both referrals and adjudications in student community ethics. Comparing national trends with those at Western Carolina University resulted in a poster presentation at the March 23 WCU Gender Conference in collaboration with Holly Taylor and Jen Miranda.

During the 2011 spring semester, I have presided over 3 cases of academic dishonesty. A fourth hearing will be rescheduled for later this summer.

Goals for the Fall 2011 semester include: outreach to faculty for more forums and continued faculty training; administration of the utilization survey for faculty; analysis of the student knowledge survey and a facelift for the Academic Integrity website.

I am honored to have the opportunity to work again with the department of Student Community Ethics and look forward to representing the office throughout our campus community. Our work begins in August with New Faculty Orientation.