Members and Officers present: Ryan Alverson, Jason Applegate, Jitana Benton-Lee, Janel Bloch (Budget), Andrea Brooks* (Gen Ed), Kinsey Bryant-Lees, Kimberly Clayton-Code, Joe Cress, Christine Curran (Senate Vice President), Jacqueline Emerine (Senate President), Irene Encarnacion, John Farrar, Richard Fox (UCC), Kathleen Fuegen* (Parliamentarian), Dorea Glance* (Grad Programs), Steven Gores, Michael Guy, Jackie Herman, William Herzog, Suk-hee Kim, Edward Kwon, Kajsa Larson, Chris Lawrence (TEEC), Zeel Maheshwari, Nile Patterson, Michael Providenti (Secretary), Holly Riffe (PCC), Dana Ripley, Robert Salyer, Andrea South, Sandra Spataro* (Faculty Regent), Jessica Taylor, Monica Wakefield, Eileen Weisenbach-Keller, Darrin Wilson, Marcia Ziegler   (an asterisk * indicates ex officio members)

Members and Officers absent: William Boyce, Carole Cangione, Rebecca Elkins (Benefits), Boshra Karimi, Ken Katkin, Jennifer McLeod, Burke Miller, Patrick Schultheis, Mehmet Sulu, Zach Wells, Junxiu Zhou

Guests: Cady Short-Thompson (President), Diana McGill (Provost), Terkerah Washington (Staff Congress), Grace Hiles (Faculty Senate Office), Collin Jarrell (SGA), Vicki Cooper, Charlisa Daniels, Hailley Fargo, Augustine Frimpong-Mansoh, Emily Detmer-Goebel, Josh Elliott, Madhura Kulkarni, Alar Lipping, Brianna Marshall, Caroline Noe, Shauna Reilly, Peter Rinto, Wendy Schindler, Delores White, Robert Zai.

Call to Order, Adoption of Agenda

The meeting was called to order by Senate President Jacqueline Emerine at 3:06 pm with a quorum present. The agenda was adopted as distributed.

Approval of Minutes

The minutes from the October 28, 2024 meeting were approved as distributed.

Guest Reports:

- President (Cady Short-Thompson)
    - Reminder that the Budget forum will be held on 12/3/24 – it will cover how the budget is built, walk through details, and seek feedback and input.
    - A new content management system for the website will be selected in the next 2 weeks. Expect a new website 18 months after that.
    - Working to improve Slate (the CRM) and streamlining the application process.
    - Moving closer to a vendor for the ERP. There will be two years of work on the business side and two more on the student information system.
    - The RFP for the Landrum renovation will be released.
    - There have been questions about the president's contract. The built-in incentive was a part of the contract at hiring. There are performance goals based on metrics related to enrollment and finances. This is the first time these sorts of metrics have been used to evaluate the president. Also, previous presidents have had housing, car, cell phone, etc., in their contracts. President Short-Thompson's contract is strictly salary without tenure.
    - Committed to a 3% raise for everyone
    - QUESTIONS:

- ▪ Will the new website include departmental sites? ANSWER: Yes.
        - ▪ What are the performance metrics for next year? ANSWER: There are 10, they have been reviewed by the Board of Regents and can be shared here too.
        - ▪ Will the 12/3/24 budget form address how the university got into a budget problem? ANSWER: Yes.
        - ▪ Will there be raises if the budget runs short in the spring? ANSWER: Right now, the feeling is optimistic.
- Provost (Diana McGill)
    - o Working to improve communication with faculty and staff.
    - o Sent out some updates about the draft Faculty Workload Policy that some faculty have been working on. This policy is not about doing more with less.
    - o Talking to Senate President about faculty and staff morale.
    - o QUESTIONS:
        - ▪ Are there details about what is in the faculty workload policy? ANSWER: The current iteration of the policy can be shared with Faculty Senate. SENATE PRESIDENT: Some members of Senate are on the committee working on this policy. The draft has been reviewed by chairs, deans, and directors and the plan had been to bring the draft with their feedback to Senate but it can be presented in the December Senate meeting.
- Faculty Regent (Sandra Spataro)
    - o The President's compensation plan had a lower guaranteed salary with built-in incentives based on performance metrics. Performance metrics had not been a part of the previous president's compensation agreements. The vote in the Board of Regents was that she had fulfilled the terms written into the contract 16 months ago and that good progress had been made toward the metrics. This was not a bonus.
    - o QUESTIONS:
        - ▪ Are there details about the Audit and Risk Report from the last Board meeting? ANSWER: No details but the findings indicated a problem. The problem was found in consecutive years and there were assurances given that the specific problem has been corrected. The amount was small, and procedures have been adjusted.
        - ▪ Can we improve the way the board thinks about faculty and staff raises? ANSWER: Board members already recognize that people need to be paid more.
- Staff Congress (Terkerah Washington)
    - o The holiday party will be Thursday 12/12 3-5pm. Bring donations for FUEL and Care Closet to UC 210.
    - o Norse UPpreciations are up on the digital signage. The link to recognize hard-working NKU employees is at https://inside.nku.edu/staffcongress/NorseUppreciation.html
- SGA (Collin Jarrell)
    - o The Victor Talks have wrapped up.
    - o There is a possibility of another partnership with the Scripps Howard Center.
    - o Resolutions passed include; removing abandoned vehicles from Kenton Garage; funding for tennis and pickle ball courts; request for 16-week academic schedule rather than 17-week.

- Summary of the Strategic Planning Forums (Peter Rinto)
  - Working to build the next strategic plan. Success By Design sunsets July 2025.
  - Looking to build a 3-year transitional plan.
  - Looking to build on and address deficiencies of Success by Design.
  - There have been 15 sessions with over 260 participants. There were also online forums for students, faculty, and staff.
  - Sending out a survey next week for additional feedback.
  - Information will be posted to the Success by Design website (https://www.nku.edu/successbydesign.html)
  - The new framework is not yet set. Maybe it could be the three pillars with an additional institutional pillar -- sustainable development? This is being discussed.
  - When there is a draft, it will be presented to Faculty Senate.
- Introduction of the Disabled Faculty and Staff Employee Resource Group (Carolyn Noe and Wendy Schindler)
  - The Disabled Faculty and Staff Employee Resource Group is specifically focused on employees.
  - Goals include ADA accommodation; accessibility issues in restrooms; food and nutrition. Long-term goals include website accessibility.
  - There is a form at the NKU Dining website (https://dineoncampus.com/nku). QR codes in SU link to the form which will help people with dietary restrictions.
  - Completed a safety walk on campus sidewalks with SGA. No updates as of yet regarding repairs needed for cracks that could impede wheelchairs.
  - Accessible parking: people with accessible permits and NKU permits can park anywhere on campus. Training is needed in Parking Services to prevent people from getting tickets.
  - There is no formal process to create employee resource groups at NKU. HR is going to change that along with the manner in which funds are distributed.

Officer Reports:
- Senate President (Jacqueline Emerine):
  - There have been a lot of conversations about morale. Senate will address morale in January
  - The Faculty Senate election deadline has been extended to 12/2/24.
  - The December Senate meeting will have lunch at noon, meeting at 1pm.
- Senate Vice President (Christine Curran):
  - The Senate Constitution update will be on the December meeting agenda. This should resolve issues of representation for schools and departments and what we are going to call "academic units."
- Secretary (Michael Providenti):
  - No Report.
- Parliamentarian (Kathleen Fuegen):
  - No Report.
- Graduate Council Chair (Dorea Glance):

- o Voted and passed a minimum GPA requirement down from 3.5 to 3.0 in the first nine hours for graduate students who do not meet program admission requirements. This was based on various requests.
  - o Writing Center director Kathleen Spada proposed developing a writing course for graduate students. This would be a 0-credit hour course. No details at this point.
  - o Discussed graduate students paying meal plan fees but not being able to use them. Would like to request a specific breakdown of graduate students' usage of meal plans.
  - o Drafting a recommendation to waive graduate application fees.

Committee Reports:

- • University Curriculum Committee (Richard Fox):
  - o There is interest in adding program level SLOs to the catalog and asked the UCC members if there was any interest in having program level SLOs approved through the curriculum process like course level SLOs but there was no decision made. This will continue as a discussion in UCC.
  - o Asked by registrar about what UCC would want out of a new ERP system. Should it include a curriculum system (and then to get rid of Curriculog)? That isn't necessarily going to happen. UCC will provide input about what to have in an ERP in the case that is a part of the system.
- • Budget Committee (Janel Bloch):
  - o There was a question about how many administrators are getting bonuses. Chris Calvert investigated it and is not aware of any administrators getting bonuses.
  - o Working on the Summer/Winter Compensation Policy.
  - o Looking at the Faculty Extra Compensation Policy. That policy says that if you are doing additional work, you can only additionally earn up to 25% of your salary. Deans are also looking at this. This policy may not be being enforced everywhere.
  - o The Budget Chair will work with Benefits on the Tuition Waiver Policy and get input from Staff Congress.
- • Benefits Committee (Rebecca Elkins):
  - o No Report.
- • Professional Concerns Committee (Holly Riffe):
  - o PCC is looking to add "text recycling" to the Research Misconduct Policy. Information about text recycling can be found at Duke University's "Text Recycling Research Project" (https://textrecycling.org/).
- • TEEC (Chris Lawrence):
  - o What was called the Student Honor Code has now become the Undergraduate Academic Integrity Policy. Most of the changes involve generative AI.
  - o There are changes to the syllabus template - definitions for AI and generative AI have been added.
  - o Worked on procedures to guide faculty who think students are misusing generative AI.
  - o The Academic Integrity Workgroup is providing enforcement.
  - o Soon, work will begin on a graduate policy regarding generative AI.
- • General Education Committee (Andrea Brooks):

- The GEC has been having some conversations about the Kentucky Graduate Profile. Due to time, I will share more information about this at the December meeting. However, somewhat related, the committee will issue a survey very soon to those teaching in the Communication and Culture & Creativity categories. These folks have been scoring a sample of their student work using the Gen Ed rubric for their respective category. The optional survey is seeking feedback on the usefulness of that rubric.

New Business

- Voting item: Micro-credential Recommendation Passed in UCC on 9/19/24.
  - BACKGROUND: There is a committee that approves and changes micro-credentials. That committee could remain active. But there is no oversight. The proposal, for example, would help someone proposing a micro-credential to learn about classes that might fit better than the ones proposed. Non-credit bearing courses can be handled as an exception or there could be a separate policy. If Senate approves the recommendation, it will be forwarded to the Provost.
  - DISCUSSION:
    - If passed, would the micro-credential committee still need to exist? ANSWER: Yes, members of that committee would still be better informed regarding the value of that credential to industry or the community.
    - Concern raised that this would become additional bureaucracy. Micro-credentials are not on student transcripts. RESPONSE: This recommendation would not impact the timeline for creating micro-credentials.
    - What does oversight look like? ANSWER: UCC is where members from different departments and colleges discuss curriculum. If there is already a course in another department, that would be noticed in UCC. This is not about policing existing micro-credentials, this is about moving forward.
    - Who would have the final say? ANSWER: At each level of consideration, there is a simple majority vote. Being voted down in UCC does not mean "you can't do this," it means "this needs to be fixed."
    - Clarification: This vote is to recommend moving micro-credentials under UCC -- but there are no details yet as to what that looks like? RESPONSE: Correct. This vote is to say to the Provost that faculty feel that micro-credentials are curriculum and then details can be worked out in UCC.
  - MOTION to vote on the recommendation as distributed. Seconded.
  - VOTE: The motion carried by show of hands.

- Voting item: 3.2.3 Department/School Committee-adding the School of Computing and Analytics Passed in PCC on 11/14/24.
  - The only change is to add SCA in addition to SOTA to 3.2.3.
  - DISCUSSION:
    - In SCA, one program cluster originated in the College of Business and continues to follow the COB RPT policy, which differs dramatically from the other two clusters. A single RPT committee is problematic, so the request is to be treated

like SOTA. SCA has three "program clusters" and would have three RPT committees like SOTA.

- What is the rationale? That faculty cannot review other faculty? Objection raised to including this for both SCA and SOTA. SCA has 8 programs so there could be as many as 8 RPT committees. RESPONSE: There is confusion between academic programs and departments. Programs does not mean "degree granting programs." The issue is that one "program cluster" came from the School of Business and another came from Computer Science – they have very different policies.
- Suggestion to add a second sentence and to separate out SCA and say they will have RPT committees consistent with their prior departments.
- Motion to postpone vote and send the recommendation back to PCC (not seconded).
- Opposition stated – this is adding ambiguous language to the Handbook. SOTA uses the language "program", but SCA uses "program clusters." RESPONSE: "program cluster" is an informal term, these are programs. The term "program cluster" is used informally to differentiate these from the academic program unit Bachelor of Science degrees.

  o Motion to accept the recommendation as written. Seconded.
  o Vote: The motion carried by show of hands.

Old Business

- None at this time.

Announcements

- "Building a Budget" will be presented in the SU Ballroom on Tuesday 12/3/2024.

Adjournment

- The meeting was adjourned at 5:01 pm.

Respectfully submitted,

Michael Providenti
Faculty Senate Secretary

3.2.3. Departmental/School Committee

<mark>Each department, school, or in the case of School of the Arts (SOTA) and School of Computing and Analytics (SCA), program shall have</mark> a reappointment, promotion, and tenure (RPT) committee consisting of at least five tenured faculty members elected at a regular or special department or school faculty meeting. If necessary, a separate committee may be formed to consider promotion to Professor. <mark>E</mark>ach RPT committee must have the same membership in a given year, with the exception of additional external members (see Section 3.2.4). Additionally, for promotion committees, these five faculty members must be at least one rank above the level of the applicants.

Changes: added "School of Computing and Analytics (SCA)" after SOTA and edited grammar

Updated for grammar 11/14/24

Statement and Recommendation From the UCC
on NKU Micro-credentials
To Faculty Senate

The following recommendation was approved by the UCC on 9/19/24.

Several years ago, Vice Provost for Graduate Education, Research and Outreach Samantha Langley established micro-credentials. These are 2-4 courses that provide students with additional credentials that they can place on their resume. Dr. Langley deemed the creation of and modification of micro-credentials as non-curriculum. She set up a process for approval of new micro-credentials and changes to micro-credentials. This process involves administration, staff and a limited number of faculty. The faculty selected do not provide full representation, unlike the UCC.

The normal curriculum process involves approval of new and changed curriculum by the department/school, chair/director, Teacher Education Committee (if necessary), college curriculum committee, college dean, Graduate Council (if necessary) and UCC. Aside from the chair/director, these steps are all bypassed with the approval of and changes to micro-credentials.

The UCC recommends that the process be revisited so that it mirrors the normal curriculum process. Reasons for this recommendation are enumerated below.
- Although micro-credentials are not degree conferring and will not appear on a student's transcript, they consist of courses that do appear on a student's transcript. Minors and certificates are also not degree conferring (they do appear on the student's transcript) and new and changes to minors and certificates go through the normal curriculum process.
- The chair/director proposing a micro-credential may not be aware of issues that the department/school faculty might raise. Working through the normal process would ensure that issues and any concerns are addressed early.
- Without more representation in the approval process, cross-department and cross-college issues are likely not being addressed. The UCC is responsible for hearing such issues when, for instance, a program or course might negatively impact other programs or courses.
- The curriculum is controlled by the faculty. Deeming micro-credentials as non-curriculum indicates to faculty that faculty input is not valued, violating collegial governance.
- The university currently has 47 micro-credentials. These are all listed on a micro-credentials page but not on departmental pages and do not appear in the catalog. This seems to be missing an opportunity whereby departments can advertise them. Although the decision of whether to treat micro-credentials or not is separate from putting these on departmental pages, it is another indicator that faculty do not control micro-credentials and that they are not "housed" in a department/school, unlike majors, minors and certificates.
- A casual investigation into enrollments indicates that there are currently 250 individual students registered as pursuing at least one micro-credential in the Fall 2024 semester. Of these, 96% are degree seeking students. It appears that only 4% are micro-credential-only students. Adding micro-credentials to the catalog will also provide additional opportunities for student awareness and an easier access to discuss during academic advising as a holistic part of a student's education and structuring career readiness into their academic career.

- The Provost has requested that course changes/deletions indicate micro-credentials that are impacted. In Curriculog, we can run an impact report to see all courses and programs impacted by a course change/deletion. However, as micro-credentials are not deemed curriculum, they do not appear in the catalog and therefore Curriculog does not display micro-credentials in the impact report. Many faculty members are unaware of available micro-credentials and so the impact of a course change/deletion on a micro-credential may not be recognized.

POLICY INSTRUCTIONS/TEMPLATE/SIGNATURE PACKET
Northern Kentucky University

- **<mark>STOP</mark>: BEFORE COMPLETING THIS PACKET, YOU SHOULD HAVE AN APPROVED POLICY REQUEST FORM.**
- The university utilizes a standard policy template to facilitate consistency and clarity of university policies. The policy template is required for all university policies.
- Depending on the subject matter or nature of the policy, the policy may include any or all of the sections in the template.
- Additional sections not included in the template may also be added to the policy as Heading 2 subsections. Be sure to format as appropriate by clicking on Heading 2 in the Home tab.
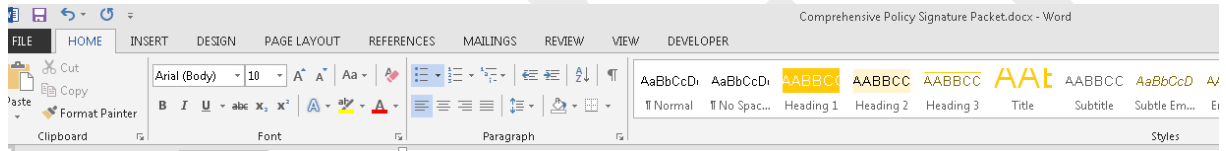
- **<u>At a minimum, the Policy Name, Type, Responsible Official, Responsible Office, Policy Statement, Entities Affected, and Revisions (if appropriate) sections must be completed.</u>**

The effective date, next review date, and superseding policy sections will be completed upon approval of the policy.

UNDERGRADUATE ACADEMIC INTEGRITY

POLICY TYPE: ACADEMIC
RESPONSIBLE OFFICIAL TITLE: ASSOCIATE PROVOST FOR ACADEMIC AND STUDENT AFFAIRS
RESPONSIBLE OFFICE: ACADEMIC AND STUDENT AFFAIRS
EFFECTIVE DATE:8/19/2024
NEXT REVIEW DATE: 8/19/2029
SUPERSEDES POLICY DATED: CLICK HERE TO ENTER A DATE.
BOARD OF REGENTS REPORTING (CHECK ONE):
(PER SECTION V. OF THE APPROVED POLICY REQUEST FORM):
☐ PRESIDENTIAL RECOMMENDATION (CONSENT AGENDA/VOTING ITEM):
☒ PRESIDENTIAL REPORT (INFORMATION ONLY)

I. POLICY STATEMENT

*Describe the policy's substance, core provisions, or requirements. A policy should be clear, concise, and written in plain language. State the policy provisions; this section should **not** be simply an introduction or rationale for the policy.*

1. Preamble

This Undergraduate Academic Integrity Policy is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Academic Integrity Policy is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Academic Integrity Policy and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Academic Integrity Policy or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the policy.

2. Standards of Academic Conduct and Integrity and Consequences for Their Violation

I. A student at Northern Kentucky University shall not:

a. Engage in any conduct involving academic deceit, dishonesty, or misrepresentation.

b. Give, receive, or use unauthorized or prohibited information, resources, or assistance on an examination, assignment, or graduation requirement.

c. Submit work for any examination, assignment, or graduation requirement that is composed or completed by another person, an external resource, or Generative Artificial Intelligence (GenAI), and claim it as their own.

d. Write, take, research, develop, prepare, or create an examination, assignment, or graduation requirement for another student, in whole or in part.

e. Submit an examination, assignment, or graduation requirement written, taken, researched, developed, prepared, or created by another person, in whole or in part.

f. Submit an examination, assignment, or graduation requirement that the student has or will submit for credit in another course, without express approval from the instructors in each of the courses.

g. Prevent or interfere with the use by other students of any library, laboratory, studio, field, or other course-related resource; or

h. Damage or impair any library, laboratory, studio, field, or other course-related resources or another student's completed assignments.

These prohibitions shall not preclude an instructor or department from assigning team projects, cooperative efforts, and other similar activities in a course or for a graduation requirement and are subject to modification in order to adhere to the NKU Policy on Accommodations for Students with Disabilities.

Generative Artificial Intelligence (GenAI) use is expected and encouraged when it is used in a way that aligns with academic integrity standards, maintains the originality of student work, and is used transparently and responsibly in accordance with the AI guidelines established in the course syllabus and the course's learning objectives.

Students are expected to remain informed about the AI tools they use and take full responsibility for their output, including factual accuracy. Toward such ends, students may be asked for additional supplementation to assignments, such as citation of AI work, an appendix of used tools, or a separate conversation with the instructor to showcase understanding of the assignment objectives.

Failure to adhere to these expectations constitutes a possible violation of NKU's academic integrity standards and may result in disciplinary action.

II. A student who violates one of the above provisions will be identified to the program director, department chair/school director, academic dean, or designee) The student may also be subject to one or more of the following consequences:

a. For the first violation, any one or a combination of the following:

i. Faculty-imposed sanction(s) as outlined in the course syllabus;

ii. An oral admonition or reprimand;

iii. A written admonition or reprimand;

iv. A reduction in the grade or a grade of "F" in the course, examination, or assignment;

v. Expulsion from the course through university conduct action, as outlined in the Community Standards and Student Rights document (The Code).

b. When a reduction in grade, a grade of "F" in the course/exam/assignment, or expulsion from the course (items II.a.iv and II.a.v above) is imposed and finalized, whether through the appeal process detailed in the *Procedures* section below or if the student accepts the sanction without appeal, a report of the violation will be submitted to the Office of Student Conduct through the appropriate online reporting form. This allows tracking of violations across courses and colleges.

c. For multiple violations of the above provisions, where suspension or expulsion from the University may be warranted, the case will be referred to the Office of Student Conduct, which will initiate hearing and appeal procedures according to the Community Standards and Student Rights document.

II. ENTITIES AFFECTED

List the positions, units, departments, groups of people, or other constituencies to which the policy applies or has a material effect.

NKU Students, Faculty, and Staff

III. AUTHORITY

If applicable, please provide citations and links (URLs) to any sources of authority for the policy. Examples include state or federal laws, Governing regulations, Board of Regents minutes, or an external accreditation agency.

Click here to enter text.

IV. DEFINITIONS

Define any terms used in Section 1 above that would help in the understanding or interpretation of the policy. Before including terms in this section (a) ensure that they appear in Section 1 and (b) consider whether explanations of the terms would be better embedded within Section 1. Terms already explained in Section 1 need not be redefined in this section.

Artificial Intelligence: The simulation of human intelligence in machines that are programmed to think and learn like humans. These systems can perform tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, and language translation.

Generative Artificial Intelligence: Generative AI refers to a type of artificial intelligence that can create new content, such as text, images, music, or even code, based on the data it has been trained on. Unlike traditional AI, which might classify or predict based on existing data, generative AI can produce original outputs.

The Code: Refers to the Community Standards and Student Rights document, approved by the NKU Board of Regents on June 15, 2022, and located here: https://inside.nku.edu/studentaffairs/departments/dean-of-students/community-standards/community-standards-student-rights.html

V. RESPONSIBILITIES

Provide the position titles, departments, or divisions that are responsible for implementing the policy. Next to each entity, enumerate the responsibilities necessary to implement and enforce the policy.

VI. COMMITTEE

If the policy creates an official university committee, describe the Committee's role, responsibilities, and composition (titles of positions).

Click here to enter text.

VII. PROCEDURES

*Describe the **MINIMUM ACTIONS** required to fulfill the policy's requirements. This section should **NOT INCLUDE** internal protocols, guidelines, optional or purely desirable actions. **Note:** This is not a required section. In general, avoid including detailed procedures within the policy. Instead, this section could refer to where procedures could be found. For example, a parking policy could refer to the current procedures on NKU's parking services website and give the URL for that site.*

Academic Departmental Procedure

A. A course instructor who has sufficient information to believe that a student has violated the Academic Integrity Policy shall notify the student within five (5) business days from the date of discovery of the alleged violation unless extenuating circumstances apply. (Note: an instructor is not required to report an incident or take any action if, in their professional judgment, the student's conduct should be dealt with outside the Academic Integrity Policy as an academic or administrative matter, and the conduct is so dealt with promptly.) If grades must be turned in during the meantime, the instructor shall give the student a grade of incomplete. The notice to the student should indicate the assignment or other behavior that the instructor believes demonstrates that the student violated the policy. No particular level of detail is required, but the student receiving the notice should be able to identify from it the acts that they are believed to have done and how those violated the policy.

B. As used in this policy, "sufficient information to believe" means that the instructor has already conducted an informal investigation into the conduct that the instructor found to be suspicious. This informal investigation may include the use of software to determine the extent which the work matches other work done by the student, other students in the class, or any other persons; a consideration of other work submitted by the student; and/or an examination of the work for inconsistencies that may indicate inappropriate use of Generative Artificial Intelligence. The investigation may also consider statements made to the instructor by others, or other pertinent information.

C. After receiving the notice, the student may submit any materials to the instructor that the student wishes the instructor to consider. The instructor shall arrange a meeting to discuss the matter with the student, although the student may waive participation in the meeting. After the conclusion of the meeting and consideration of the student's submissions, if any, the instructor shall determine whether a preponderance of the evidence demonstrates that the student violated the Academic Integrity Policy. If the instructor concludes that there was no violation, the process is over, and the instructor should replace any grade of incomplete with a final grade. If the instructor concludes that the student did violate the Academic Integrity Policy, then the instructor should take appropriate action to sanction the conduct. The instructor shall report the

incident and sanctions in writing within five (5) business days to the student, program director, department chair/school director, and academic dean of vice provost, or their designee.

D. If the student disagrees with the instructor's decision, the student may appeal in writing to the department chair/school director within five (5) business days of receipt of the decision of the instructor. If the department chair/school director is the instructor, the appeal will be addressed to the academic dean or their designee. If the appeal is not requested in the time allotted, the instructor's action shall be final and binding. If the student's written appeal is received by the chair/director within five (5) business days of receipt of the instructor's decision, the chair/director will meet with the student within five (5) business days of receipt of the appeal. The chair/director will notify the student of his/her decision in writing within five (5) business days of the meeting. The chair/director will forward a copy of the written decision to the instructor, the academic dean (or their designee), and will retain a copy in the department files.

E. If the student is dissatisfied with the decision of the department chair/school director, the student may appeal to the academic dean, or if no academic dean exists to the vice provost for undergraduate academic affairs or his/her designee by submitting a written request of appeal within five (5) business days after receipt of the chair/director's decision. The academic dean or vice provost or his/her designee will notify the student of his/her decision in writing within five (5) business days of receipt of the appeal. The academic Dean or vice Provost or his/her designee will forward a copy of the decision to the program director, department chair/school director, and the instructor.

F. If the student is dissatisfied with the decision of the academic dean or vice provost, the student may appeal to the Academic Appeals Panel by submitting a written request of appeal in care of the academic dean or vice provost within five (5) business days after receipt of the academic dean's or vice provost's decision. Within five (5) business days of receipt of the student's written appeal, the academic dean or vice provost will convene an Appeals Panel to consider the appeal.

The Appeals Panel will consist of:

a. Two faculty members chosen by the academic dean or vice provost at the beginning of the academic year. These choices will be made from a group comprised of one representative from, and chosen by, each department responsible to the academic dean or vice provost.

b. One faculty member chosen by the academic dean from the college or vice provost from the program in which the appeal was initiated. Should this department or program already be represented on the panel, the academic dean or vice provost will select the third faculty panel member from the original group of department or program representatives referenced above. The faculty member whose decision is in question may not sit on the panel. Other panel members will be excused when a conflict of interest exists.

c. Two students. These panel members plus an alternate will be chosen from the academic college by the academic dean or vice provost from the department or program at the beginning of the academic year. If these students are unavailable, the academic dean or vice provost will select two student panel members and an alternate student to serve on the committee. The student initiating the appeal may not sit on the panel. Student panel members will be excused when a conflict of interest exists.

The academic dean or vice provost will convey to the Academic Appeals Panel the entire file of the case. If the Academic Appeals Panel determines that the case meets any of the grounds for appeal, the panel will proceed to a full hearing of the appeal within a reasonable time period (not to exceed 20 business days). A full hearing may include collection of evidence by the Appeals Panel through research and interview. Insofar as possible, all persons directly involved in the appeal will cooperate by honoring the panel's requests for information. Both the faculty member and the student have the right to engage the Appeals Panel. All information relevant to an appeal will be held in strict confidence during the appeal process and upon its conclusion. The Appeals Panel will provide a written report of its decision to the academic dean or vice provost within five (5) business days of the formal hearing. The academic dean or vice provost will send notification of the Appeals Panel's decision to the student, instructor, program director, department chair/school director, and the Director of Student Conduct.

G. The Academic Appeals Panel's decision shall be final and binding, except in cases of possible suspension or expulsion, which are referred to the Office of Student Conduct.

VIII. REPORTING REQUIREMENTS

Describe any required reports related to the policy. Include the position title of the official or name of the department responsible for furnishing the report, and the internal and external bodies to which the report must be provided.

Click here to enter text.

IX. EXCEPTIONS

Describe when exceptions are allowed, the process by which exceptions are granted, and the title of the university official authorized to grant the exception.

Click here to enter text.

X. TRAINING

List the positions, departments, offices, or divisions responsible for implementing training. Include the entities that should receive training (e.g. Staff, Faculty, Administrators, etc.) and the frequency at which training should be delivered (at-hire, annually, bi-annually, etc.)

Click here to enter text.

XI. COMMUNICATIONS

List any university committees, groups, boards, councils, or other groups to which this policy or revisions to this policy should be communicated.

NKU Students, Faculty, and Dean of Students

XII. REFERENCES AND RELATED MATERIALS

REFERENCES & FORMS

Link any forms or instructions needed to comply or implement this policy. If links are unavailable, attach forms to this policy as examples.

Click here to enter text.

RELATED POLICIES

Link any currently existing policies related to this policy. If unable to obtain a link, simply list the names of the related policies.

Click here to enter text.

Faculty AI Practices

As detailed in the university's syllabus template, instructors must include a statement detailing acceptable use of artificial intelligence in each course. As of August 2024, the required statements should read as follows:

AI Applications & Academic Integrity

The use of artificial intelligence is expected and encouraged when it is used in a way that aligns with academic integrity standards, maintains the originality of student work, and is used transparently and responsibly in accordance with stated instructor guidelines and the course's learning objectives.

Select one of the two options below.

Option 1:

In this course, generative AI may be used for the following assignments and/or examinations:

- *Include any assignments relevant to your course here.*

Students are expected to remain informed about the AI tools they use and take full responsibility for their output, including factual accuracy. Toward such ends, students may be asked for additional supplementation to assignments, such as citation of AI work, an appendix of used tools, or a separate conversation with the instructor to showcase understanding of the assignment objectives. Additional guidelines on the use of generative AI in this course will be provided as part of the assignment/examination protocols.

Failure to adhere to these expectations constitutes a violation of NKU's academic integrity standards and may result in disciplinary action.

Option 2:
In this course, students are expected to confine their use of artificial intelligence to traditional/non-generative AI, such as spell check, grammar check, and search algorithms. (The premium version of Grammarly qualifies as generative AI and should not be used.) Students are expected to remain informed about the AI tools they use and take full responsibility for their output.

Failure to adhere to these expectations constitutes a violation of NKU's academic integrity standards and may result in disciplinary action.

Faculty AI Practices

Guidelines for investigating/reporting alleged violations of course-specific AI guidelines

1. If an instructor suspects that a student has improperly used GenAI in their coursework, they should begin by closely reviewing the AI usage specifications detailed in the course syllabus and (if applicable) assignment guidelines. These statements will serve as the foundation for the instructor's response, ensuring it aligns with the university's principles of academic integrity.

2. Before reaching out to the student, the instructor should collect any evidence that suggests AI involvement in the student's work. Although current technology does not provide reliable AI detection tools, qualitative signs, such as inconsistencies in writing style, unexplained technical sophistication, or citations of non-existent articles, can guide the decision-making process.

3. The instructor shall arrange a meeting with the student to discuss the concerns in a direct but non-confrontational manner. This conversation should focus on the student's understanding of their work, including the content of the assignment and the steps taken during research and drafting the submitted product. The instructor shall document this interaction for reference, including questions asked and student responses.

4. If a preponderance of evidence points to inappropriate use of GenAI, meaning the evidence proves sufficient to convince the faculty member the inappropriate use of GenAI is more probably true than not true, the instructor shall inform the student of the suspected violation of the Academic Integrity policy within five (5) business days of the initial meeting, unless exceptional circumstances arise. If grades must be turned in during the meantime, a temporary grade of "incomplete" should be issued until the matter is resolved.

5. The instructor shall meet with the student promptly to present the gathered evidence, allowing the student the chance to respond and provide their perspective and/or counter-evidence. Again, the instructor shall document this interaction for reference, detailing the evidence and counter-evidence presented, as well as the student's perspective.

6. After evaluating all the information, the instructor will determine whether an alleged violation of the Academic Integrity policy occurred. Should they decide to proceed with the allegation, the instructor shall report the incident and sanctions in writing to the student, program director, department chair/school director, and academic dean of vice provost, or their designee within five (5) business days. Alternatively, the instructor may choose to address the situation through academic or administrative channels, provided it is handled promptly.

Disability Affinity Group

- Part 1: Mission & Goals

- Part 2: Successes

- Part 3: Next Steps

Agenda

MISSION

The Disabled Faculty and Staff Association is dedicated to advocating for the rights of disabled faculty and staff. We foster belonging, visibility, and empowerment across campus. We provide a unified voice for disabled faculty and staff to advocate for equitable policies and create a more accessible workplace.

Part 1:

2023-2024 Goals

Advocate for equitable policies, including transferring funding responsibilities for ADA accommodations to a central funding source (from a departmental funding source).

Renovations to existing restrooms to ensure accessibility   - including gender, menstrual products, changing tables, and physical accessibility.

Collaborate with interested parties in ensuring a diversity of culturally aware food options on campus that meet the nutritional needs and restrictions of faculty, staff, and students at all price points.

Improving accessible information on campus - website, processes for closures, support for ADA accommodations.

What we've been working on

Food Allergy / Dietary Restrictions

Whether you're a residential student, commuter student, faulty or staff, we understand having to worry about food restrictions in any environment can just add to the stress of dining on campus. Therefore, it is our goal to assist in ensuring that you can eat on campus, confidently and comfortably. We feel it is our responsibility as the campus dining service provider to provide safe and appropriate meals for everyone on campus when possible.

Do you have a Food Allergy or Dietary Restrictions and would like to schedule a meeting with our team? Click the link below to fill out a form and one of our team members will contact you.

Food Allergy / Dietary Restrictions Management Form

It is important that any with food allergies or dietary restrictions **self-identify** when they have food allergy or any dietary restrictions. When you identfy that you have a food allergy or a dietary restriction, it is our goal to assist, educate and create an individualized plan based on your needs. We will set up a meeting with you, your parent and our Executive Chef. **In the meeting you'll discuss your allergy / dietary needs, review the menu items and ingredients, specialty products you may need and develop a plan to fit your dining needs.**

It is our intent with this program that anyone can take advantage of the individual attention we provide for their allergy/ dietary needs. We want you to feel comfortable in contacting us and be open to working one on one. **Remember, you are the expert on your allergy/dietary needs; therefore, you need to communicate to us what you need**. Our job is then to do everything we can within reason to accommodate you.
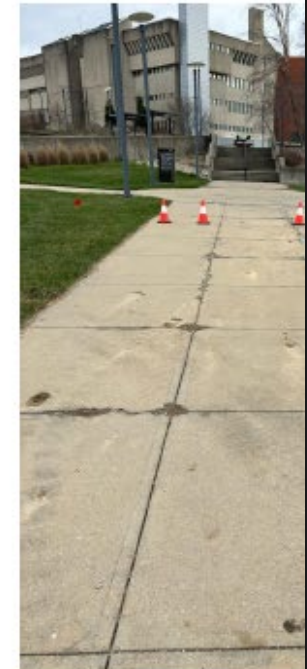
PART 3: HOW DO WE DO THIS?

Next Steps and Action Items

Following up on the 2024 SGA Safety Walk

Accessible Parking

WEB ACCESSIBILITY

🏠 HOME

FAQS

WEB ACCESSIBILITY

NKU Website PDF Cleanup
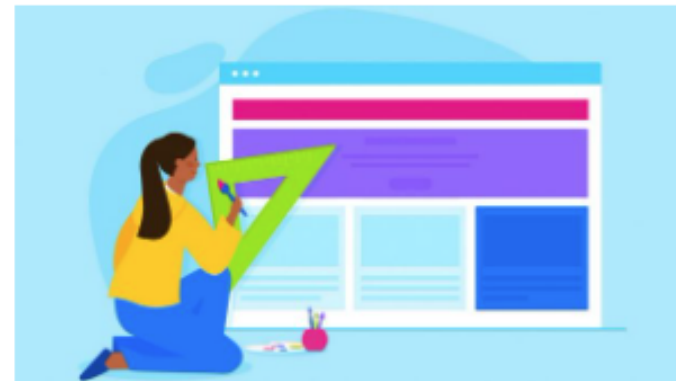
Web Accessibility Responsibilities

SOCIAL MEDIA

PDFS

MICROSOFT OFFICE

RESOURCES

Register for Web Accessibility Training

All current and future web editors are required to complete our new accessibility training courses. If you have not attended a training, you can register using the link below.

5 Tips for Upping Your Web-Editing Game

If you're new to the web-editing process, don't worry. There are plenty of resources and strategies you can employ to ensure you're editing efficiently while maintaining your site. Here are five tips to enhance your skills.

The Importance of Being Accessible

Since the start of COVID-19, more people have gone virtual. Digital accessibility is more important than ever. Litigation rates on accessibility issues increased 23 percent in 2020. Learn more about this critical issue and resources to prevent lawsuits at NKU.

Preventing Dead Links

Did you know that broken links can adversely affect a site's performance in Google search? Here's how to easily find, fix and prevent dead links in three easy steps [...]

Next »

Restroom
Accessbility

- updating the ADA policy
- requirements for renewing accommodations
- how we fund accommodations

ADA (AMERICANS WITH DISABILITIES ACT) ACCOMMODATION

POLICY NUMBER: HR-ADA
POLICY TYPE: ADMINISTRATIVE
RESPONSIBLE OFFICIAL TITLE: CHIEF HUMAN RESOURCES OFFICER
RESPONSIBLE OFFICE: OFFICE OF HUMAN RESOURCES – ADA COORDINATOR
EFFECTIVE DATE: UPON BOARD APPROVAL – 9/11/2019
NEXT REVIEW DATE: BOARD APPROVAL PLUS ONE (1) YEAR – 9/11/2020
SUPERSEDES POLICY: AMERICANS WITH DISABILITIES ACT (ADA)
BOARD OF REGENTS REPORTING (CHECK ONE):
☒ PRESIDENTIAL RECOMMENDATION (CONSENT AGENDA/VOTING ITEM)
☐ PRESIDENTIAL REPORT (INFORMATION ONLY)

I. POLICY STATEMENT

Northern Kentucky University (NKU) is committed to supporting equality of employment opportunity by affirming the value of diversity and inclusiveness. This commitment includes embracing people with disabilities. As part of this commitment, the university will make good faith efforts to provide reasonable accommodations for employees to perform the essential functions of their jobs, as well as for those accommodations requested during the employment process.

The ADA Job Accommodation Request and Medical Inquiry Form authorization shall remain valid for 180 days following receipt by the NKU Office of Human Resources. A photocopy of the authorization will be accepted in lieu of the original.

Medical Care Provider Signature: _____

Date: _____

Medical Care Provider Name: _____

Medical Care Provider Contact Info: _____
_____

accessible
podiums for faculty, staff and students

Get Involved

Join the Listserv

LOOKING TO THE FUTURE

NKU'S NEXT STRATEGIC PLAN

Our Next Strategic Plan

- 3-year Plan

- Fall 2025 through Summer 2028

- Transitional Plan

- Focus on stabilization and creating a strong institutional foundation

- Identifying and building upon our successes

REAL AMBITION. REAL SUCCESS.

STRATEGIC PLANNING STANDING COMMITTEE

REAL AMBITION. REAL SUCCESS.

Member	College/Unit	Representation	Term
Amanda Andrews	First-Year Experience and Programming	Staff Congress	2-year
Marquita Barron	Human Resources	Staff	1-year
Chris Curran	Arts and Sciences	Faculty Senate	2-year
Hailley Fargo	Steely Library	Faculty	1-year
Karen Mefford	Associate Vice President for Financial Services	Senior Administration	2-year
Dekuwmini (Dee) Mornah	Haile College of Business	Faculty	1-year
Julie Stockman	University Internships	Staff	1-year
Gannon Tagher	College of Health and Human Services	Deans	2-year
Jason Vest	Associate Provost for Academic & Student Affairs	Senior Administration	2-year
John Wharton	Haile College of Business	Undergraduate Student	1-year
Stephen Yungbluth	College of Informatics	Chairs	1-year
Pete Rinto	Planning and Institutional Research	Institutional Effectiveness	Permanent
Diane McGill	Provost	Ex-officio	Permanent
Cady Short-Thompson	President	Ex-officio	Permanent

FALL FORUMS

15 SESSIONS

260 PARTICIPANTS

127 STUDENT SUBMISSIONS

45 FACULTY/STAFF SUBMISSIONS

Building on feedback received during our Preliminary Listening Sessions this past Spring, a series of thematic forums were held focusing on organizational culture, student success, and regional engagement.
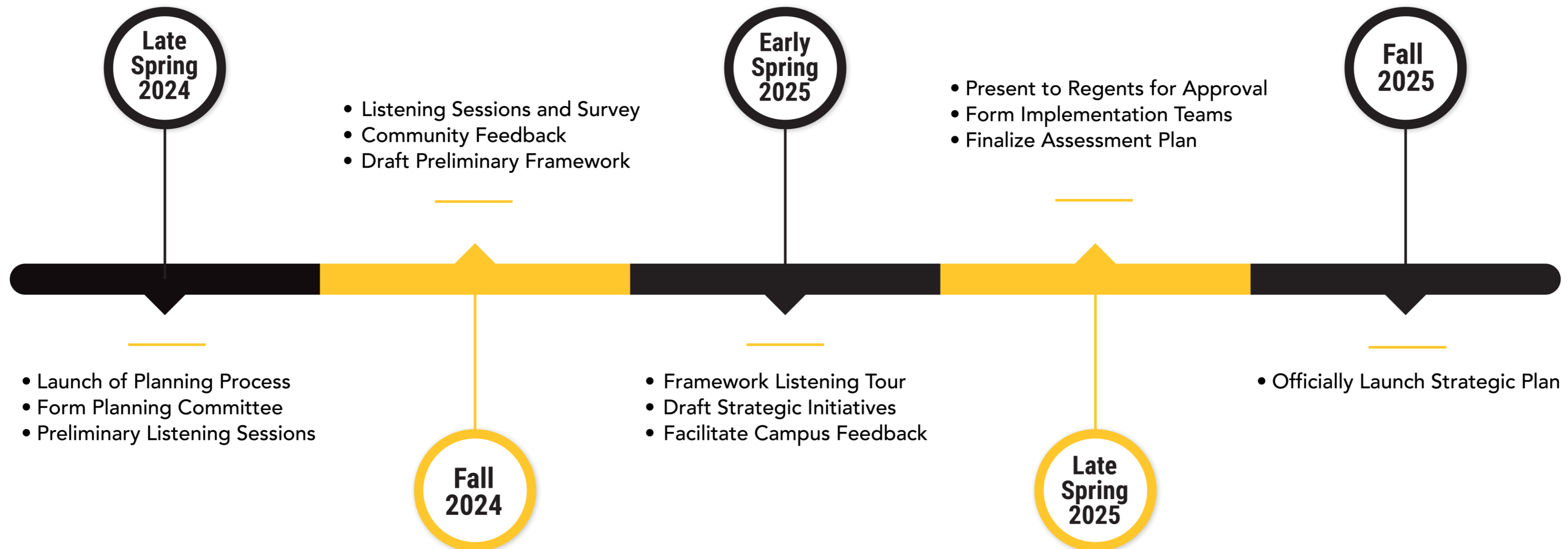
QUESTIONS OR COMMENTS

successbydesign@nku.edu

nku.edu/successbydesign/
future-strategic-plan

REAL AMBITION. REAL SUCCESS.