

FACULTY SENATE MEETING

February 24, 2024

Members and Officers present: Ryan Alverson, Jason Applegate, Jitana Benton-Lee, Janel Bloch (Budget), Andrea Brooks* (Gen Ed), Kinsey Bryant-Lees, Carole Cangione, Kimberly Clayton-Code, Joe Cress, Christine Curran (Senate Vice President), Rebecca Elkins (Benefits), Jacqueline Emerine (Senate President), John Farrar, Richard Fox (UCC), Kathleen Fuegen* (Parliamentarian), Dorea Glance* (Grad Programs), Michael Guy, Jackie Herman, William Herzog, Suk-hee Kim, Edward Kwon, Kajsa Larson, Chris Lawrence (TEEC), Michael Providenti (Secretary), Holly Riffe (PCC), Dana Ripley, Robert Salyer, Patrick Schultheis, Andrea South, Sandra Spataro* (Faculty Regent), Mehmet Sulu, Jessica Taylor, Brandelyn Tosolt (Faculty Advocate), Eileen Weisenbach-Keller, Zach Wells, Darrin Wilson, Matthew Zacate, Junxiu Zhou, Marcia Ziegler
(an asterisk * indicates ex officio members)

Members and Officers absent: William Boyce, Irene Encarnacion, Steven Gores, Boshra Karimi, Ken Katkin, Jennifer McLeod, Burke Miller, Nile Patterson, Monica Wakefield

Guests: Cady Short-Thompson (President), Diana McGill (Provost), Terkerah Washington (Staff Congress), Grace Hiles (Faculty Senate Office), Collin Jarrell (SGA), Vicki Cooper, Emily Detmer-Goebel, Shannon Estep, Natalie Gabbard, Grant Garber, Shelli Johnson, Stephen Johnson, Jessica Lott, Phil McCartney, Shauna Reilly, Peter Rinto, Denise Robertson, Steve Slone, Jason Vest, Dolores White

Call to Order, Adoption of Agenda

The meeting was called to order by Senate President Jacqueline Emerine at 1:03 pm with a quorum present. The agenda was modified to replace “hours” with “courses” in “Discussion on the current number of hours in the Foundation of Knowledge.” The agenda was adopted as modified.

Approval of Minutes

The minutes from the January 27, 2025 meeting were approved as distributed.

Guests

President (Cady Short-Thompson)

- The President has been meeting with counselors, superintendents, and principals to strengthen relationships in the region.
- There is a Board meeting this week. Enrollment, finance, and housing will be discussed. Input regarding housing is welcome.
- Has been spending in time in Frankfort with legislators. 700 bills have been proposed of which 10% impact higher education. The bills, including HB4, make it clear there can be no CDO or DEI offices, programs, or initiatives. There appear to be carve outs for academic content, accreditation content requirements, and academic freedom. There are monthly reporting requirements for roles and salaries. The content of the bills is subject to change as the process continues.
- DISCUSSION:
 - In the legislation, how is “discriminatory concept” defined and what counts as an “affiliated organization”? RESPONSE: There are conversations to identify these things.
 - Some thoughts on raises and compression were shared. Concern raised about the compression issue could lead to unintentional age discrimination. Suggestion to prioritize raises to those who don’t already receive a bonus of more than 3% and don’t earn over a specific salary threshold. Idea for a sum average category and sliding scale based on years of service offered.

Provost (Diana McGill)

- The Provost shared a draft organizational chart of Academic Affairs and Student Affairs with items under consideration for reorganization. This was shared previously at the Town Hall.
 - Colleges are not being combined or separated, these are the non-college aspects of Academic and Student Affairs.
 - The Associate Provost for Strategic Enrollment, Management, Enrollment Planning, and Student Success (Ryan Padgett) has been moved to Chief Strategic Enrollment Management Officer. The offices that previously reported to Ryan Padgett either need to be moved or the position needs to be replaced. It may not make sense to replace the position without some reorganization.
 - Some items in the chart have already been moved.
 - Looking for thought and feedback on this restructuring.
- DISCUSSION:
 - There was concern about communication and faculty involvement in the decision-making process. It was noted that the President's role allows for appointments to the Cabinet and that action regarding finances and enrollment needed to be taken immediately.
 - Was there consideration to place graduate and undergraduate education under one vice provost? ANSWER: This has been discussed.
 - Concern expressed about the potential to be blocked out of corporate partnerships and relationships with the realignment of Norse Network Hub. RESPONSE: These relationships won't be blocked but there needs to be centralization to build a relationship with the university and make it easier for other departments to build relationships too. Centralization will help with accounting and relationship building.
- ACTION: Faculty Senate President will send out the draft organization chart. Faculty are asked to provide feedback.
- There was a meeting with a State Representative who put forward a bill to improve pathways for transfer students.
- Thank you to those on the Parking Task Force.

Faculty Regent (Sandra Spataro)

- Board of Regents meet 2/26.25. Please look at the agenda. There is a recommendation on the alcohol policy at Northern Terrace (a one-year pilot), Campus Recreation fees for next year, and nominal fee change proposals.

Staff Congress (Terkerah Washington)

- Staff Congress Advocacy Committee is presenting to the Board on 2/26.
- Pete Rinto spoke to Staff Congress about the strategic planning process.
- There have been discussions about the Humana dental care problems.
- The spirit wear storefront was a huge success with 173 orders placed.

SGA (Collin Jarrell)

- Elections are open for president, vice president, three secretaries, and senators. Voting will be 3/26-27/25.

Introduction of Natalie Gabbard-Director of Employee Relations

- She will offer coaching for faculty and staff and conflict resolution and mediation
- All accommodations (ADA and PWFA) go through this office.

Discussion on the current number of courses in the Foundation of Knowledge (General Education) - Andrea Brooks

- Most changes to the document are minor and improve clarity.
- The document would change the number of courses in Gen. Ed. from 125 to 150. The original cap was intended to keep the program manageable.
- The method of counting courses was standardized and under the new method, the current count is 139 courses. The increase to 150 was chosen because it would provide some limited room for growth.
- ACTION: This will return to Faculty Senate as a voting item.

Discussion of the revised Research Misconduct Policy (PCC) - Holly Riffe

- The main change is the last bullet point on text recycling. There are differences for academic units to allow for what is appropriate in the various disciplines.
- ACTION: This will return to Faculty Senate as a voting item.

New Business

Voting item: Academic Integrity Policy - Jason Vest

- There were three parts to this process:
 1. make sure that we are abiding by state policy that this is in the right place (it needs to be its own stand-alone policy);
 2. clarify the role of student conduct within the academic integrity process; and
 3. integrate artificial intelligence in a way that demonstrates to students that it is aligned to academic integrity standards.
- DISCUSSION:
 - The “W” loophole – is there a way to turn a “W” into an “F” when a student withdraws to escape consequences of violating the Academic Integrity Policy? ANSWER: There is not a way to do that in a way that would abide by privacy regulations. The consequences are outlined in I. 2. II. b and c. The violations are recorded through a Maxient form which is tracked in the Office of Student Conduct. A withdraw does impact a student’s academic progress. Navigate would not contain information about academic misconduct.
- Motion to adopt the Academic Integrity Policy.
 - VOTE: The motion carried by show of hands.

Officer Reports

President (Jacqueline Emerine)

- The FS President is watching bills at the state and federal level.
- The hiring committee for Chief Officer of Human Resources met 2/21. Grant Garber is chair.
- Pete Rinto will bring the strategic plan to Faculty Senate’s next meeting; Grant Garber will bring the hazing, drug fee, and alcohol policies; The Provost will discuss the reorganization; and there will be an overview of research on faculty workload.

Vice President (Christine Curran)

- The new strategic plan will also address morale by addressing the campus community. It includes support, sustainability, and professional development.
- Financial stability and sustainability are important for this.

- The draft will be shared for feedback.
- The Board is supposed to approve the new strategic plan this summer.

Secretary (Michael Providenti)

- No report.

Parliamentarian (Kathleen Fuegen)

- No report.

Graduate Council Chair (Dorea Glance)

- No report.

Committee Reports

University Curriculum Committee (Richard Fox)

- UCC bylaws states that college curriculum committee chairs are selected by the UCC. In practice, we have never done this and instead most college curriculum committee chairs are selected by the college curriculum committee members. Some colleges have their own curriculum committee bylaws. The UCC is revising the UCC bylaws to reflect that specific college curriculum committee membership, selection of chair, and other rules will be indicated by specific college curriculum committee bylaws. At the moment, only CHHS has bylaws. COB will write their own bylaws because they do not follow the selection process as other colleges. I will draft bylaws for COI and share them with CAS and COE to see if they want to adopt them, modify them or draft their own. By the end of the semester, hopefully, we will have five sets of bylaws and modified UCC bylaws for senate approval.
- Upcoming deadlines:
 - March 6 UCC meeting to approve course changes of courses offered in the summer or fall.
 - March 27 UCC meeting to approve all other changes for the fall catalog.
 - In order to help advising, we will likely move our deadlines to February moving forward.

Budget Committee (Janel Bloch)

- The committee is planning a budget survey that will include salaries, parking, and tuition waiver.

Benefits Committee (Becky Elkins)

- The Chair spoke to the Provost about parking and tuition waivers.
- Lauren Franzen will meet with the committee to address tuition waivers. Last year 324 people used the waiver which amounts to \$1.8M.
- Working on reinstating the faculty recreation center benefits.

Professional Concerns Committee (Holly Riffe)

- Working on the hazing, drugs, and alcohol policies. Planning to have a clean Handbook policy to vote on in the next PCC meeting.

TEEC (Chris Lawrence)

- There's a project being developed on campus aimed at using AI to reduce bias in the qualitative feedback of course evaluations and enhance guidance on ways to improve teaching performance. TEEC is looking into the project further as they get more information about the ways faculty may participate in the project.

General Education Committee (Andrea Brooks)

- The committee reviewed and approved three courses for the gen ed program.
 - ANT 275: Language and Culture will be added to Culture and Creativity. This is not a new course but new to gen ed
 - LAW 101: Introduction to Law – previously listed as PSC course, though this version was significantly revised and will be a course in the Individual & Society category
 - Finally, LAW 291 will be added as writing course option in the Communication category, it joins a handful of other 291 courses already available
- All the proposals were well written, made very compelling cases as to why they should be considered for gen ed and they had strong assessments that aligned really well with the student learning outcomes in those categories. The committee reflected afterward how excited we are to have these courses in the gen ed program and I really think students will benefit from them as well.
- With the help of the gen ed director, we also will periodically check to make sure courses are offered at least once every couple of years. And so, after talking with the departments, we are removing a few courses from the program because they aren't offered anymore. Three are language courses: Arabic, Korean, and Italian. We are also removing a BIO course – BIO 158.

Related to curriculum,

- We've been discussing the possibility of using something like a GEN prefix in the gen ed program to invite cross-disciplinary courses. While adding a prefix is simple, the committee wants to think through what a GEN course would mean. And so, we're working through a series of questions to help us think about what would be the purpose of a GEN course, what would it allow us to do that we can't already, how would this work logistically, what examples exist elsewhere. We are not at the stage of proposing an idea yet, I only mention this so that if a proposal does come from this, we'd bring it here for discussion and your eventual approval.

And finally, somewhat related to the GEC is the Kentucky Graduate Profile work out of CPE. Last week(ish) CPE updated their webpage on the Kentucky Graduate Profile. You can now see not only a list of those 10 skills but also a series of "rubrics" that help define those 10 skills. So, I encourage everyone to take a look at those.

Old Business

- None at this time.

Announcements

- None at this time.

Adjournment

- The meeting was adjourned at 2:46 pm.

Respectfully submitted,

Michael Providenti
Faculty Senate Secretary

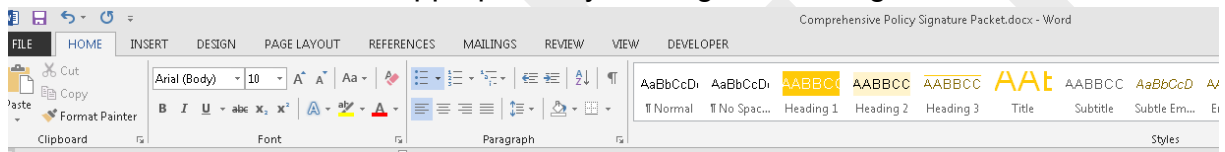


POLICY INSTRUCTIONS/TEMPLATE/SIGNATURE PACKET

Northern Kentucky University

POLICY TEMPLATE INSTRUCTIONS

- **STOP: 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.



- **At a minimum, the Policy Name, Type, Responsible Official, Responsible Office, Policy Statement, Entities Affected, and Revisions (if appropriate) sections must be completed.**

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 use should be aligned with academic integrity standards, maintain the originality of student work, and be 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 or 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.

~~Suggested~~ Approved revision 16.7.2.5. Research Misconduct

Research misconduct is defined as fabrication, falsification, plagiarism, text recycling [in the form of duplicate publication](#), or other serious deviations from those accepted practices in proposing, performing, or reviewing research, or in reporting results from research. Common disciplinary practices [and/or](#) guidelines may differ between academic units [and, therefore, may be followed as deemed appropriate by the individual unit](#).

- Fabrication is making up data or results and recording or reporting them.
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- Text recycling in the form of duplicate publication is the recycling of the entirety or core content of a published work for the same audience and/or genre. It does not include developmental recycling (recycling material from unpublished documents produced as part of the research and writing process), generative recycling (recycling a limited amount of published material in a new work that offers a substantive and original intellectual contribution), or adaptive publication (recycling the entirety or core content of a published work but for a different readership, or genre.).

Approved via PCC on 11/21/2024

Final bullet point on Text recycling is new.

Please note: I have revised the text based on the following publication:

Moskovitz, Cary, Susanne Hall, and Michael Pemberton. "Common Misconceptions about Text Recycling in Scientific Writing." *BioScience*, Volume 73, Issue 1, January 2023, Pages 6–8, <https://doi.org/10.1093/biosci/biac090>

Foundation of Knowledge
Adopted May, 2012; revised Fall 2020
Passed by Faculty Senate, January 2021 meeting

The Foundation of Knowledge Program (FOK) is designed to be dynamic, maintaining enough flexibility to adapt to changing needs of students while also maintaining enough stability to facilitate:

- a focus on enhancing student learning in courses over time,
- integration of student learning from the knowledge areas into other courses (e.g., learning communities, vertical integration in a major, minor, or area of focus), and
- assessment of student performance relative to the stated outcomes of the Foundation of Knowledge program so that efforts to increase student learning are based on evidence-driven inquiry.

This evidence-driven practice will come from an assessment strategy that emphasizes formative and summative evaluation at the overarching program level, as well as at the level of the individual courses that make up the program.

A guiding principle of the changes to the General Education Program resulting in the Foundation of Knowledge Program was creating a coherent learning experience that prepares students for life and work in a rapidly changing 21st Century environment. The General Education Committee (GEC) is charged with guiding the program.

Foundation of Knowledge Program Structure

The Foundation of Knowledge Program is capped at ~~125-150~~ courses. The cap is intended to keep the program manageable and ensure high quality courses can be offered consistently for students. The following considerations are included in this cap:

- Honors Program cohort courses that fulfill program requirements are included ~~constitute nine courses~~ in this count.
- MAT 128 and 129 count as one course.
- Any variations of a course (i.e. STA 205 and STA 205R or courses with a companion lab) count as one course.

Commented [AB1]: Following the guidelines here, we are already at 139

- ~~and all Written Communication II courses (i.e. ENG 102 and all 291Ws) count as one course in the respective list.~~

To ensure breadth of immersion in the general education program, only two courses with the same prefix can be used toward the completion of the general education requirements across the program categories of *Oral Communication*, *Mathematics & Statistics*, *Natural Science*, *Cultural Pluralism*, *Individual and Society*, *Culture and Creativity*, and *Global Viewpoints*. Courses completed in the *Written Communication* category do not count toward the two-prefix limit.

In meeting the broader *Scientific & Quantitative Inquiry*, *Self & Society*, and *Culture & Creativity* requirements, students may use only one course from any given discipline. Students may only apply one foreign language course in fulfillment of the *Culture & Creativity* category.

New Course Approval

~~Each fall, GEC members will determine whether new course proposals will be accepted for the following year. Members use assessment data, enrollment, and other analyses to monitor trends and needs within the program, including the need for courses in specific categories, student demand, and the diversity of courses within a category.~~

When new course proposals are accepted, a call for proposals will typically be issued early in the fall semester. Courses will go through the established curriculum process, including review by the GEC then sent to UCC for approval. GEC will review the proposal based on information provided in the new course proposal form and supporting documentation.

Commented [AB2]: This is not new, but the committee felt it was important to be more explicit that this process is approached purposefully

Program Review and ~~Course Recertification~~ Continuous Improvement

~~Every five years a programmatic review of the Foundation of Knowledge Program will be completed through coordination of GEC, the Faculty Director of General Education, and the Vice Provost's Office. All courses are assessed once during an assessment cycle (approximately every 3-5 years). As part of the review, At the end of the assessment cycle,~~ the Faculty Director of General Education will review all SLO assessment data collected across all categories and prepare a report for GEC. The report will include enrollment data and analysis of the extent to which outcomes of the Foundation of Knowledge Program are being met and provide recommendations for improving the program.

Commented [AB3]: No changes here just clarity and focus on assessment as an ongoing tool for improvement, the GEC doesn't "certify" or recertify courses.

~~All current FOK courses are~~ Every academic unit with an FOK course is required to: 1) include appropriate FOK category SLOs in the syllabus; 2) use FOK syllabus template; 3) seek continuous improvement in student learning through participation in general education assessment; and 4) offer the course at least once every two years. ~~3) submit artifacts for general education assessment; and 4) fill out and submit form showing evidence of using the assessment results to seek improvement of student learning. Courses for which required materials are not provided will be subject to review and removal from the program.~~

~~Certified general education courses must be offered at least once every two academic years.~~ The Faculty Director of General Education will be responsible for tracking whether FOK courses are offered at least once every two academic years. Courses that do not meet requirements will be subject to review and removal from the program.