

Millersville University
Faculty Senate Minutes
February 17, 2004

The meeting was called to order at 4:10 p.m. All departments were in attendance except Industry and Technology, and Sociology and Anthropology.

I. Minutes of the February 3, 2004

The course number of the proposal presented by Senator Mowrey should read WSSD 591. The Library was represented by Elaine Pease at the January 20 meeting. The minutes of the February 17 meeting were approved as amended.

II. Report of the Faculty Senate Chairperson

Chairperson Piperberg reported that Dr. Smith, APSCUF President does not have a problem with the Faculty Senate conducting a referendum on the Honor Code along with the normal APSCUF elections in the spring 2004.

Chairperson Piperberg thanked Dr. Ridley from the Special Education Department for taking the Minutes at the February 3 meeting.

Chairperson distributed the current committee roster reflecting the results of recent elections. {see Attachment}

III. Report of the Student Senate President

Student Senate President Kristin Albright reported that in their last Candy and Flower Sale a profit of \$40.00 was made; half of it was donated to the St. Jude Children's Hospital. Another Candy and Flower Sale will take place next week.

The Student Senate is running a campaign among students for voter registration. Student Senators will be attending various conferences in Texas. One of the Student Senators will participate in the Dance Marathon to benefit children with cancer.

The Academic Advisor of the Year Award will be announced soon. The nominations for Student Senate officers for next year open Monday. Dr. Schreiber, Chair of the Honor Code Special Senate Committee presented the proposal to the Student Senate.

IV. Report of the Graduate Student Organization - None

V. Report of the Administrative Officers

Executive Assistant to the President Phillips

The Executive Assistant to the President Phillips introduced the topic of Web grading. Candace Deen, the registrar, explained that the University ran a pilot project in Web grading during the Fall 2003 semester involving seven academic departments. A summary of the pilot project including the participants' evaluation and a user's guide was distributed. {see Attachment #1} Any faculty member who wishes to do so, will be able to submit grades over the Web voluntarily at the end of the Spring 2004 semester. All faculty will submit grades over the Web at the end of the Fall 2004 semester.

Dr. Phillips reported that the Winter Session Task Force is analyzing the student and faculty evaluations of the last Winter Session; preliminary feedback on the 2003 – 2004 Winter Session seems to have been favorable. For the 2002 – 2003 Winter Session, the number of students and amount of revenue were down about 25%. For the 2003 – 2004 Winter Session, face-to-face sessions were down 10%. Distance learning options are being encouraged. The data collected indicate that about half of the students that take Winter Session courses are seniors who are attempting to graduate on time.

VI. Reports of the Faculty Senate Standing Committee - None

VII. Reports of the Faculty Senate Special Committees

General Education Task Force

Senator Foster-Clark, Chair of the General Education Task Force, reported that that a seat has opened up on the task force. Nominations will be accepted for this seat at the March 2 meeting.

VIII. Proposed Courses and Programs

New Graduate Course

WSSD 591 – Exercise Physiology, 3 credits – Approved
Effective Spring 2005

IX. Faculty Emeritus

A Smith/Heintzelman motion to posthumously grant Faculty Emeritus status to Professor Jon Chol Hau of the Economics Department passed without dissent. {see Attachment #2}

X. Discussion: Rounding vs. Truncation of Cumulative Grade Point Average

A Luek/Blazer motion to resume rounding of the cumulative grade point average passed without dissent. The change was suggested since Banner was previously unable to round; a recent software upgrade has made rounding possible and made a return to the rounding of the cumulative grade point average advisable.

XI. Renewal of Drop/Add Policy

The continuation of the current Drop/Add policy was discussed. Two years ago, Senate voted to have the Drop period end at the end of the first week of class, while allowing the Add period to extend through the first two days of the second week of classes. At the time, Senate was supposed to revisit the issue in a year. Discussion centered on the confusion of some students about the separation of the Drop and Add deadlines and the concern of some Senators that allowing the addition of courses in the second week caused the students to miss too much class time. It was decided that student confusion could be alleviated by a concerted effort to publicize the separation of the deadlines. The Common Calendar did not allow adequate time to inform the students. The continuation of the policy in its present form passed with a vote of 16 in favor and 7 against. There was some discussion about reinserting the old policy of faculty being able to drop students from the class roster if they missed two class meetings. This is not presently a part of the policy. An amendment to the policy may be proposed at a future meeting.

XII. Ad Hoc Honor Code Committee: Honor Code Proposal and Implementation Plan

Senator Wismer suggested that before deciding on a referendum, it might be helpful to get the “feeling” of the Faculty Senate about the proposal. Questions were also raised about the optional nature of the policy. Further discussion was postponed until the next meeting to give an opportunity for all faculty to provide feedback regarding the proposal. It was suggested that an outline/summary of the policy might be useful. One Senator mentioned that such a summary exists and that Dr. Schreiber had it. Chairperson Piperberg promised to obtain the summary from Dr. Schreiber and distribute it. The summary is attached to the Minutes. {see Attachment #3} Dr. Phillips also promised to supply an electronic version of the text of the current Academic Integrity brochure. {see Attachment #4}

XIII. Other/New Business

Senator Fenwick asked to include in the next agenda a discussion of the snow delay policy. He promised to supply a document from the previous discussion a few years ago. (see Attachment #5)

The meeting was adjourned at 5:15 p.m.

Respectfully Submitted by

Elba I. Rohena
Faculty Senate Secretary

Action Summary

A new Graduate course proposal, WSSD 591 - Exercise Physiology, 3 credits, effective Spring 2005, was approved:

A Smith/Heintzelman motion to posthumously grant Faculty Emeritus status to Professor Jon Chol Hau of the Economics Department passed without dissent.

A Luek/Blazer motion to resume rounding of the cumulative grade point average passed without dissent.

The continuation of the current Drop/Add policy passed with a vote of 16 in favor and 7 against.

Attachment #1

Web Grading Pilot Project Evaluation – Fall 2003
January 2004

Nearly 200 faculty in seven departments, including Biology, Business Administration, Elementary & Early Childhood Education, English, Industry and Technology, Mathematics, and Psychology participated in a pilot project to enter their final grades for the Fall 2003 semester online using Banner's Web for Faculty software. Recently we surveyed faculty to get feedback on how they liked the system, as well as their comments and suggestions for improvements. We received 79 responses, which are summarized below.

Summary of Responses:

	1- Outstanding	2- Good	3- Average	4- Below Average	5- NA/No opinion	Percent Who Rated "Good" or "Outstanding"
Web-grading demonstration at departmental meeting:	28	18	9	6	18	58%
Small group, hands-on training session:	15	9	0	0	55	30%
Written instructions provided for web grading:	44	22	1	2	10	84%
Dates (December 10-17) and hours (6am-11pm) of web grading:	44	22	4	2	7	84%
Navigation of web-grading screens:	47	23	3	4	2	89%
On-line (web) "HELP" text:	14	6	0	3	56	25%
Electronic grade roster addenda:	22	11	2	5	39	42%
Convenience of web grading versus op-scan form:	66	6	1	3	3	91%
Web grading assistance provided by staff of the Registrar's Office:	30	6	0	0	43	46%

Summary of Comments and Suggestions:

Based on feedback we received from the Web Grades Survey, we will address the following issues and concerns as we plan to extend the web grading option to all faculty in May 2004:

1. Most comments were very positive and favorable – faculty liked the system, found it convenient, easy to use, and for the most part, self-explanatory.
2. Concerns about overall security: distribution of Banner user ID's and passwords to faculty; FERPA issues - knowing whether student email inquiries about grades are really from the student; and long-term maintenance of sign-on IDs used to process grades from term to term.
3. Need to improve the print feature: include an option to print the entire final grade roster instead of screen prints. (Will be available for Spring 2004 grading)
4. Concerns about students being able to see grades on the web (DARS degree audits) while faculty are entering them. (Note: this is not a change from past semesters. Students have always been able to view their final grades in DARS as soon as the grade roster is scanned.)
5. Requests for extended hours to enter grades online; December hours were 6 a.m. to 11 p.m. During the May 2004 grading period the system will be available daily from 5 a.m. to midnight.
6. Variety of reactions about the need for hands-on training versus group demos, help sessions, or providing simple instructions. Points out the need to provide different training options for faculty to meet varying styles and comfort levels with computer technology.
7. Review Banner web navigation (menu sequences, changing terms or grade rosters, scrolling to next page, etc.) and improve work flow and messages, if possible.
8. Explore possibility of direct email to faculty when grades have been processed or changed on web; also investigate a way to notify faculty of missing/unsubmitted grades. Note: in May 2004 faculty will be able to print complete class lists with grades submitted, which will help to identify missing grades during the web grading period.
9. Improve the addendum form – add a lookup to find a student by name. (Will be available for May 2004 grading period)
10. Review web grade worksheet layout and eliminate unnecessary information, such as registration sequence numbers. (Will be revised for May 2004 grading period)

Web Grading Timeline
Millersville University – Registrar’s Office
February 17, 2004

Fall 2003: Pilot project with 7 academic departments
Completed in December 2003

Spring 2004: Web grading will be available for all MU faculty

While on-line grading will not be mandatory for Spring 2004, we strongly encourage all faculty to submit their final grades on the web. Final grade rosters will not be distributed; however, paper forms will be sent to individual faculty on request.

- | | |
|----------------|--|
| April 1 | Email announcement to all faculty; will include web grading instructions and optional training schedule |
| April 19-29 | Web grades training (optional): Registrar staff will provide 30-minute training sessions for faculty who need assistance |
| April 28-May 5 | Web grading system available to enter final grades on-line |
| May 5 | Spring 2004 final grades due by 12 midnight via web (Op-scan grade rosters due in Registrar’s Office by 4:30 p.m.) |
| May 7 | Final grades available to students on MAX web by 12 noon |
| Week of May 10 | Registrar’s Office will distribute class lists with grades to all faculty as confirmation of final grades submitted. |

Summer 2004: Web grading will be available for all MU faculty

Same as Spring 2004. As a convenience to summer faculty, web grading will be available on a weekly basis as each course is completed - no need to wait until the end of a summer term to process final grades.

Fall 2004 and beyond: All final grades will be processed on-line via Banner web

Printed grade rosters and op-scan processing will be discontinued. Registrar’s Office will offer optional training sessions for faculty. Individual training sessions, access to a PC or other accommodations will be provided for faculty who are unable to use Banner web to process their grades.

Banner Web for Faculty: USER'S GUIDE

Registrar's Office – Spring 2004

LOGGING IN:

(Note: Microsoft Internet Explorer is the recommended browser)

- 1 Start on MU home page, www.millersville.edu
- 2 Choose "Faculty and Staff" link in Information box, left side
- 3 Choose the Banner Web icon on left (black circle with blue label)
- 4 Enter User ID (M000xxxxx)
Suggestion: bookmark the sign-on page for quick reference later!
- 5 Enter 6-digit PIN
- 6 Choose "Faculty Services" on the menu
- 7 Choose "Instructor" menu
- 8 Choose "Final Grades" – see further instructions below

PROCESSING FINAL GRADES ONLINE

Note: Access to final grades on Banner Web for Faculty is available only at the end of a term, or for courses of shorter duration, at the end of the course. The Registrar's Office will provide you with the specific dates when the web grading period is open.

Step 1 – Choose the term for which you are processing grades

Step 2 – From the drop-down menu, select a course to grade

Step 3 – Enter grades. Submit your work frequently to save it – every time you click the "Submit" key, you restart the 30-minute time limit for entering grades. See next page for more detailed instructions.

Step 4 – (Optional) Print a class list with the grades you submitted for your records.

Step 5 – When you are finished submitting grades, log off your web account by clicking the "EXIT" key in the upper right corner of the web grades screen.

Students are listed alphabetically in blocks of 25 per page. Grades may be entered for all students at once, or for only selected students. You may return to the final grade roster at any time during the grading period to enter more grades or change

grades. The open window for processing grades on-line will close on the due date. After the deadline, all grade changes must be submitted using grade change forms with appropriate approvals.

MAINTAINING YOUR BANNER WEB ACCOUNT

USER ID:

All Millersville faculty have been assigned a User ID and PIN for the Banner Web for Faculty system. Your User ID (M00xxxxxx) is a 9-character identifier starting with a capital "M" followed by zeroes (*not* letter "o") and numbers.

PIN:

Your PIN is a 6-digit number of your choosing. The first time you sign on, it is your birth date in the format MMDDYY. For example, July 1, 1949 is 070149. You will be required to change your PIN to a different number the first time you access the system.

For problems with your User ID or PIN, call Human Resources at 872-3017 or the Registrar's Office at 872-3035 for assistance. Department secretaries are only able to look up your User ID, not the PIN.

CHANGING YOUR PIN:

The first time you use Banner Web for faculty, you will get a message that your PIN has expired and you must change it to continue. Follow directions to enter your old PIN, type your new PIN (must be a 6-digit number), and retype the new PIN to confirm. Next time you sign on, use your new PIN. You have the option to change your PIN at any time after that by selecting "Personal Information" on the menu, then "Change PIN." *You are responsible for maintaining the security of your account – please keep your PIN confidential and change it regularly!*

SECURITY QUESTION:

First-time users will be prompted to create a security question to be used in the event that you forget your PIN. Enter a question and an answer in the spaces provided. To keep your account secure, we suggest that your question have a simple answer that only you know. (For example, Q: What is my uncle's nickname? A: Bud) If someone else can guess your answer, your account – and your access to student grading – is not secure.

IF YOU FORGET YOUR PIN:

Enter your User ID, leave the PIN blank, and click "Forgot PIN." Type the answer to your security question (punctuation and spelling must match) and click "Submit answer." You will then need to change your PIN to a new number before you continue.

NEED HELP?

Call the Registrar's Office at 872-3035 or 871-5569.

HOW TO USE THE GRADE WORKSHEET

How to enter grades:

Click on the drop-down box in the "Grade" column and choose the final grade. You can use the mouse, or press the arrows (↓↑) on your keyboard to move up and down the list of valid grades. Or, just type the letter grade in the box. Only grades that are valid for that course and the student's level (U/G) can be entered.

Shortcuts: to enter +/- grades, press the letter grade again to toggle among

B/B+/B- without having to type the plus or minus. Pressing the tab key twice goes to the grade block for the next student.

More than 25 students in class:

Classes with more than 25 students enrolled are displayed in sets of 25 students. Be sure to click the Submit button to save grades on one page and restart the 30-minute limit before choosing the next set of records.

Grade a different course:

When you are finished entering grades for one course, be sure to Submit grades to save them. Use the link on the bottom of the grades worksheet to choose another course.

Navigating menus, changing Terms, etc.:

To return to a previous menu, use the "RETURN TO MENU" link in the menu on the upper right. You can also use the Back key, but be sure to Submit your grades before doing so. On the Instructor menu, choose "Term Selection" to change terms, or "Course/CRN Selection" to choose a different course to grade.

Changing Grades during Web Grading Period:

Select the class list, find the student, and select a new grade in the grade box. Click the Submit button to save the grade change. You can change grades as necessary until grades have been rolled to academic history. (See the "Rolled" column next to the grade column: Y=rolled, N=not yet rolled).

Changing Grades after Web Grading Closes:

After the grade submission deadline, all grade changes must be submitted on a paper grade change form with appropriate approval signatures.

Students Who Withdrew:

If a student officially withdrew from your class, you will not be able to submit a final grade. The "Registration Status" column will indicate ****Withdrawn**** and a date, and there will be no pop-down grade box.

"Confidential" message:

Occasionally the word "Confidential" will appear in red in the Registration Status column for a student on your grade worksheet. Such a student has exercised his or her rights under FERPA to request that the Registrar's Office set a confidentiality flag on the student's record. No information about this student – including directory information such as address or phone – may be released to any third party.

Missing Students and Errors:

Use the **Addendum** link on the final grade worksheet to submit the names and grades of any students missing from your final grade roster, or to make notes about students on that course list. Be sure you click the Addendum link from the correct class because it will automatically identify that course on an email sent to the Registrar's Office. If you do not know the student's ID, you can use the name search on your web account: return to the menu, choose "Student Information" and "ID Selection." Or, you can also ask your department secretary for assistance.

Printing Grades Worksheet:

Class lists with the grades you submitted will be printed and distributed to faculty after grades processing has been completed. In the meantime, you can print a class

list with your final grades to keep for your records - use the link provided. Please check your list carefully to be sure no grades have been left blank.

When Can Students See Their Grades?

When you submit final grades on the web, undergraduate students will be able to view them on their DARS degree audits. (Note: this is not new - students have always been able to see their grades on degree audits as soon as a final grade roster was scanned.) Students cannot see grades on a web transcript or a final grade report until after the grade submission deadline when final grades are processed by the Registrar's Office.

Attachment #2

To: Dr. Joel Piperberg
President of the Faculty Senate

From: The Department of Economics

Date: Feb. 12, 2004

RE: Emeritus Resolution (posthumous) for Dr. Jong Chol Hau

Faculty Member: Dr. Jong Chol Hau

Department: Economics

Years of Service: 27

Accomplishments: Dr. Hau:

Served ably as chair of the Department of Economics (1984 – 1993).

Developed and taught senior seminars in the Economics of East Asia.

Was an active scholar in his chosen fields of Labor Economics, Comparative Economic Systems, and the Economics of East Asia and contribute to the fields through journal articles, book reviews, and many scholarly presentations.

Was a long-time member of the Korean-American Economic Association and taught at a major Korean university during a sabbatical leave in 1992.

Thus, the Department of Economics thanks Dr. Jong Chol Hau for his many years of valuable service and sundry contributions to the Department, the School, and the University and unanimously recommends that Dr. Jong Chol Hau be granted the honorary title of Professor of Economics Emeritus.

Summary of Honor Code Committee Recommendation to Faculty Senate

1. Students sign honor pledge upon admission (required).
Use of pledge optional in classroom.

2. Academic Honor Council is formed.
Mission 1: EDUCATION and developing a culture of academic integrity.
Mission 2: Oversee adjudication of academic dishonesty cases.

3. Faculty choose whether to follow traditional academic honesty policy or honor code system for suspected cases of academic dishonesty. APSCUF says faculty participation in honor system should be optional.

4. For Academic Honor System:
 - Faculty member meets with student and decides whether case should be pursued. Completing a dishonesty form is recommended, regardless of choice.
 - Honor Court consists of 2 faculty, 3 students, non-voting Assoc. Provost for AP&S.
 - An XF grade, which indicates course failure due to academic dishonesty, can be imposed for some sanctions. Can be later removed for one-time offenses.
 - A system of sanctions is presented for consistency of treatment across students. Worst offenses: XF grade and suspension. Least offenses: failure for assignment. A faculty member may petition to provide a different sanction, and it will likely be granted.
 - An appeals mechanism is defined to consider new evidence, irregularities in the conduct of the hearing, and the excessive severity of a particular sanction compared to the severity of the act for which it was applied.

5. Students are not required to report observed cases of dishonesty.

6. System is introduced over 4 years in educational programs and fun activities.

Attachment #4

Academic Integrity at Millersville University

The University is an academic community dedicated to the pursuit of knowledge in a supportive academic climate of mutual respect, integrity, and high ethical standards. To this end, Millersville University promotes an environment of ethical conduct, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, both students and faculty enhance the value of the educational experience and strive for the highest standard of academic excellence. Members of the university community, including students, faculty, staff, administrators, and trustees, must not commit any misrepresentation or deception in academic or professional matters.

Forms of Academic Dishonesty

To prepare academically honest work, you should understand and avoid the various forms of academic dishonesty. These include plagiarism, fabrication, cheating, and academic misconduct.

Plagiarism

Plagiarism is the presentation of someone else's words, ideas, or data as your own work. By placing your name on a scholarly product, you are certifying the originality of all work you have not otherwise identified with appropriate acknowledgments. When you submit work that includes the words, ideas, or data of others, you must acknowledge the source of that information through complete, accurate, and specific references.

Plagiarism includes representing as your own any academic exercise (e.g., written work, computer program, sculpture, etc.) prepared totally or in part by another. For example, if you include direct quotations from a source, whether pieces of sentences or entire passages, you must use quotation marks or other accepted citation practices. You must acknowledge your sources whenever you:

1. quote another person's actual words;
2. use another person's ideas, opinions, theories, sentence structures, or flow of ideas, even if they are completely paraphrased in your own words; or
3. borrow facts, statistics, or other illustrative materials, unless the information is common knowledge.

These guidelines should be followed for all source types, including books, newspapers, pamphlets, journal articles, websites, and other online resources.

Fabrication

Fabrication is the falsification of research or other findings. Examples include:

1. Citing information not actually taken from the source indicated;
2. Listing in a bibliography sources not actually consulted; or
3. Inventing data or other information for research or other academic projects.

Cheating

Cheating is the act or attempted act of deception in which an individual misrepresents what he/she has mastered in subject matter in an academic project. Similarly, it includes the attempt to gain an academic advantage by the use of illegal or illegitimate means. Examples include:

1. Copying from another student's test paper;

2. Allowing another student to copy from your test paper.
3. Using the course textbook, or other material such as a notebook, during a test when unauthorized for use.
4. Collaborating during a test with another person by receiving or providing information without the permission of the instructor.
5. Using or possessing specifically prepared, unauthorized materials (e.g., notes, formula lists, formulas programmed into calculators, notes written on the student's clothing or person) during a test.
6. Giving or taking unauthorized aid in a take home exam or paper.
7. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from your previously submitted class work.
8. Acquiring another student's course paper and submitting it as your own work, whether altered or not.

Academic Misconduct

Academic misconduct is the violation or attempted violation of University policies by tampering with grades, tests, and/or testing procedures. Examples include:

1. Taking a test for someone else, or permitting someone else to take a test or course in your place.
2. Obtaining or sharing all or part of an unadministered exam.
3. Changing or being an accessory to changing a grade in a grade book, on a test, on a "Change of Grade" form, or other official academic University record which relates to grades.
4. Continuing to work on an examination or project after the specified allotted time has elapsed.

The above lists are for illustration only. They should not be construed as a restrictive or exhaustive list of the various forms of conduct that constitute academic dishonesty.

Tips For Preparing Academically Honest Work

How to create intellectually honest work and support academic integrity:

1. Prepare and plan well for all your assignments, tests, and papers.

By planning your schedule well, you will have adequate time to do your own work for assignments. Through consistent studying, you will be prepared for and feel confident during tests. By allocating the time to research and to take good notes, you will create the foundation for carefully argued and properly cited papers.

2. Know the expectations for any work you produce.

All professors at Millersville University expect intellectually honest work; however, rules for producing that work may vary between professors. Unless you are told otherwise, work done for your classes should be individual work produced by you alone. If your professor permits students to collaborate on assignments, be sure you understand when and how much collaboration is permitted.

Standards for written assignments also vary. Consult your syllabus and assignment sheets to determine your instructor's expectations. If these documents do not provide enough information, talk to your instructor.

3. Set the standard for integrity.

Listen and ask questions when professors discuss academic integrity and plagiarism. Advocate the value of doing your own original work with others. Explain to students who are tempted to use unethical shortcuts that true learning only takes place when people think for themselves and do their own work. Promote honesty and integrity by not loaning assignments or passing on exams or papers to others.

4. Know how to take tests fairly.

Before the exam, ask your instructor to clarify what materials can be used and bring only those materials to the test. During the test, put at least one seat between you and your classmates and focus on your own paper. When finished, sign your test and return your exam papers and scrap paper to your instructor. If you notice other students violating the standards of academic honesty, try to let your instructor know.

5. Prepare you papers thoughtfully.

Plan your papers in advance and schedule enough time to conduct thorough research. Think about how you will use sources in your paper, especially how the information in these sources will complement your own original ideas. As you begin your research, create an organized, thorough bibliography of every source.

As you take notes, summarize the main ideas of your sources in your own words and in your own sentence structures. Recognize that changing a few words of a sentence does not make it your own; similarly, you can't "borrow" chunks of sentences or the sentence's flow of ideas/structure. Often brief notes will make it easier to create your own original sentences when you write your paper; if you take notes in fragments, you are less likely to carry over sentence structures from your original sources.

Before you begin to write, make an outline to insure not only that you know the relationship between all the ideas in your paper, but also that your original ideas retain their primacy. When writing your paper, work from your outline and your notes, not from the original sources. Specifically, don't try to type your paper on a computer while staring at an original source; that arrangement will make it difficult for you to compose original material.

As you organize your argument, use direct quotes sparingly, when superior phrasing or a recognized authority in the field warrants it. If you cut-and-paste a direct quote into your paper, add the quotation marks and the citation materials for the quote immediately. If you are uncertain about whether or not to cite a source, cite it; acknowledging your research enhances your own argument. Be sure to use credible sources and to establish clearly ideas, sentence structures, or words that you have borrowed through attribution and citation. Work with your instructor and/or tutors on any issues where you need help.

6. Be sure you understand the rules for correct attribution and citation.

Write your paper in your own words using your own sentence structures. Cite direct quotations, including pieces of sentences authored by others. Unless the information is common knowledge, cite paraphrases and summaries as well. If you have questions about attribution or citation, check an approved handbook or talk with your professor.

Processes for Handling Violations of Academic Integrity Policies

If your professor believes you have violated the academic honesty policies, s/he should discuss the situation with you and hear your explanation of the events. Your professor should also discuss any sanctions that s/he will impose and inform you of your right to appeal these sanctions to the department chair or dean of the school.

Faculty members can impose a variety of sanctions, including verbal and written reprimands; resubmission of the assignment, test, or project; or lowering of a grade. If a faculty member chooses to impose a sanction more severe than lowering a grade, as in failing the course or recommending suspension from the university, the faculty member must file a formal charge with the Associate Provost for Academic Programs & Services.

Regardless of the level of sanction, the faculty member may file a report of the violation with the Associate Provost for Academic Programs & Services. If you accumulate more than one of these reports, the Associate Provost will meet with you to discuss these occurrences and possibly impose additional sanctions.

Confidentiality

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, any information relating to an alleged violation of the University's Student Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

Attachment #5

To: Faculty Senate

From: Jim Fenwick, Mathematics Department

RE: Proposal to have altered schedules on days with one and two hour snow delays.

Millersville University has the policy of canceling classes if the University opens one or more often two hours late, due to hazardous driving conditions during the early morning hours.

*If a **snow delay** is announced, classes scheduled to begin before the designated time will be canceled.*

This policy has a significant impact on the courses that are scheduled to meet at these times. Using an altered schedule on days with delayed starts would lessen the impact on these early morning classes and have only minor impact on courses scheduled later in the day. Below is a suggested altered schedule.

It should be noted that this policy does not attempt to provide a solution to the loss of class time due to weather related early dismissal or cancellation of an entire school day.

Altered Schedule for 1 and 2 hour delays

MWF Classes

Usual times	1 hour delay	2 hour delay
8:00-8:50	9:00-9:40	10:00-10:35
9:00-9:50	9:50-10:30	10:45-11:20
10:00-10:50	10:40-11:20	11:30-12:05
11:00-11:50	11:30-12:00	12:15-12:50
12:00-12:50	12:10-12:50	1:00-1:35
1:00-1:50	No change	1:45-2:20
2:00-2:50	No change	2:30-3:05
3:00-3:50	No change	3:15-3:50

TTH Classes

Usual Times	1 hour delay	2 hour delay
8:00-9:15	9:00-10:10	10:00-11:00
9:30-10:45	10:20-11:30	11:10-12:10
11:00-12:15	11:40-12:50	12:20-1:20
1:00-2:15	No change	1:30-2:30
2:30-3:45	No change	2:40-3:45

Classes starting after 4:00 would have no change for 1 hour or 2 hour delay.

FROM: Joel Piperberg, Faculty Senate
Chairperson

DATE: 17 February 2004

RE: Spring 2004 Committees Roster

Gray areas indicate vacancies.

CS chair/Senator
CH chair
CW chair/WS faculty
CA chair/ A-A S faculty
MS member/Senator
ME member
HU Humanities & Fine Arts rep.
ED Education rep.
NO non-School rep.
SO Social Sciences rep.
SC Science & Mathematics rep.
AL alternate
AT At-Large, one year term to fill
committee vacancies

◆ expiration year follows prefix

◆ "()" ⇒ term length

◆ "[]" ⇒ incumbent

◆ "{}" ⇒ not elected by Senate

+ Senate standing committee

2-term limit for members

* not eligible for reelection

& ≤2 from same academic unit

\$ ≤1 from same department

% serving partial term

@ filling a seat for 1 year

Departments of committee members are shown
only where there are restrictions by department.

ACADEMIC OUTCOMES

ASSESSMENT + # (CH3, ME2)

2nd & 4th Tuesday of month, 4 – 5:30

CS04 J. Fenwick

ED05 J. Ward

HU04 S. Nimrichter

NO04 J. George

SC04 Z. Shao

SO05 Vacant

AT04 J. Valle

AT04 D. Kepple-Mamros

ACADEMIC POLICIES

+ # \$ (CH3, ME2)

Meets 2 Mon./month (9:30 – 11:30 AM)

CS05 R. Kerper, ELED

ED04 S. Deemer, EDFN

ED05 L. West, ELED

HU05 B. Schneller, ENGL

HU04 A. Moine, For. Lang.

NO04 K. Saunders, Couns

SC04 Vacant

SC05 P. Brislin, Math

SO04 Vacant

SO05 Vacant

AT04 K. Hossain, ELED

ACADEMIC STANDARDS + # (3)

Meets 2 Full Days 8 AM – 6 PM After
End Of Fall & Spring Sem.

CS06 R. Kerper

HU05 A. Kelly

SC05 J. Moné

SO05 E. Blazer

ED05 J. Wenrich

SC04 D. Dobbins

HU04 D. Sigel

SO04 S. Shaffer

ED04 R. Smith

NO04 J. Sciarretta

SC06 A. DeCaria

SO06 A. Cuthbert

ED06 C. Haferkamp

HU06 J. Henke

COOP. EDUCATION + (3)

CS05 B. Dorman, non-Senator Chair
for one year (AT03)

FAC.-STUDENT ATHLETIC + (3)

Meets 1ST Wed. 12 Noon To 1 PM

CS04 J. Miller

ME05 A. Szollos

ME05 J. Moné

ME04 D. Schultz

GEN. ED. REVIEW + \$ (CH3,ME2)

2nd & 4th Tuesday of month, 4 – 5:30

CS06 J. Fenwick, Math

ED04 N. Garner, PSYCH

ED05 J. Wimer, WSSC

HU04 W. Archibald, ENGL

HU05 J. Miller, PHIL

NO05 M. Warmkessel, LIBR

SC04 D. Ostrovsky, BIOL

SC05 A. Muller, ESCI

SO04 Vacant

SO05 Vacant

AT04 L. Hanich, EDFN

GRADUATE COURSE &

PROGRAM REVIEW + (3)

Meets Last Wed. Of Month 2 – 3:30

CS04 R. Mowrey

JOINT SENATE CONF. + (1)

{CH04 Rosenthal}

MS04 J. Lynch

MS04 J. Miller

MS04 S. Luek

INTERNATIONAL SELECTION

+ & \$ (ME2,AL1)

{CH: K. Bookmiller}

ME04 A. Szollos, PSYCH

ME04 S. Nimrichter, For. Lang.

ME05 S. Deemer, EDFN

AL04 T. Gilani, Physics

AL04 Z. Shao, Math

INT'L. STUDIES CURR. + (3)

CH04 Mowrey

UNDERGRADUATE COURSE

& PROGRAM REVIEW + # \$

(CH3,ME2) Meets 2nd, 4th & 5th

Tuesday. 4:10 – 5:45 PM

CS06 S. McCotter, EDFN

ED04 W. Himmele. ELED

ED05 T. Woo, PSYCH

HU04 P. Tacka, MUSI

HU05 Vacant

NO05 I. Risser, LIBR

SC04 J. Ambler, BIOL

SC05 H. Tsutsui, MATH

SO04 Vacant

SO05 Vacant

AT04 L. Anna

AT04 K. Heilshorn

AT04 J. White

UNIV. HONORS PROG. + # (3)

CS04 T. Kevorkian

UNIV. THEME + (CH2, ME3)

CS04 R. Mowrey

ED06 V. Thirumurthy

HU04 M. Widmayer

NO04 M. White

SC04 Z. Shao

SO06 A. Sewell

COMMENC. SPEAKER # (2)

{CH: Eckert}

ED04 D. Vredenberg

HU05 M. Rosenthal

NO04 K. Backels

SC05 T. Gilani

SO05 **Vacant**
AT04 D. Topping

CULTURAL AFFAIRS (3)
{CH: elected by comm.
ME05 T. Elliot
ME05 Z. Shao
ME04 C. Denlinger
ME04 W. Moyer
ME04 B. Schuller

FINANCIAL AID (2)
{CH: Thomas}
ME04 D. O'Neill
ME05 Z. Shao

HONORARY DEGREE (2)
{Convener: Eckert}
ME04 D. O'Neill
ME04 S. Luek

JUDICIAL BOARD (ME2, AL1)
{CH: Phil Riordan; elected from
Committee membership}
ME04 F. Foster-Clark
ME05 D. O'Neill
AL04 K. Hossain
AL04 S. DiBartolomeis

NOONAN FUND (2)
{CH: Zubatsky}
ED04 R. Mowrey
HU04 C. Gaudry-Hudson
NO05 T. Weisser
SC04 J. Hoover
SO05 **Vacant**
AT04 S. Gallagher

**ADMISSIONS, ADVISEMENT &
STUDENT AFFAIRS + # (3)**
CS06 J. Lynch
ME05 A. Lopez
ME05 Z. Shao
ME04 K. Backels
ME04 B. Ikenaga
ME04 P. Studdard
ME06 J. Sciarretta
ME06 D. Schultz

WOMEN'S STUDIES CURR. + (2)
CW05 B. Skinner

**AFRICAN-AMERICAN STUDIES
MINOR CURR. +(2)**

CA06 Chris Corley

**APPOINTED OR EX-OFFICIO
SENATE REPRESENTATIVES**
Commencement Comm.: Piperberg
Council of Trustees (advisor):
Piperberg
Joint Senate Conf. (chair): Rosenthal
Medal Fund Manag. Board:
McLarnon
Strat. Planning & Res. Council:
Piperberg
Parliamentarian: Kerper
Web Grading Task Force: Piperberg

**FACULTY SENATE
SPECIAL COMMITTEES**

**AD HOC HONOR CODE
2nd & 4th Tuesdays 4 – 5 pm**

CS	Vacant
ED	Elba Rohena
ED	Sandra Hoffman
SO	Carol Heintzelman
SO	Eric Blazer
SC	Jay Moné
SC	Robert Buchanan
HU	Vacant
HU	Jill Craven
NO	Jessica George
AT	Barry David

GEN ED TASK FORCE

ED04	J. Ward, EDFN
SO04	J. McLarnon, HIST
SC04	D. Blum, Math
HU04	B. Bensur, Art
NO04	P. Studdard, Library
AT04	Michele White, Dev. Stud.
AT04	J. Dooley, Physics
AA04	Carol Phillips
SA04	Phil Riordan
SS04	Nikki Miller
SS04	Graham Waters
GE04	Fred Foster-Clark

Gen Ed Task Force Legend

AT – At-Large Seat
AA - Academic Affairs Seat
SA – Student Affairs Seat
SS – Student Senate Seat
GE – Gen Ed Coordinator
■ - Elected by Faculty Senate