



# Idaho State University

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## History Faculty Handbook

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## Tenure and Promotion Guidelines

### *Revised Version*

The procedures were determined by a meeting of the entire History faculty on April 22, 1974 and unanimously approved. They were amended and revised by faculty vote on April 28, 2009, April 2018, April 2022, and March 2023 to align with ISU and College of Arts and Letters policies.

The Department of History adopted ISU policies for promotion and tenure based on [ISUPP # 4020](#), revised in 2017; [College of Arts and Letters policy](#), revised in 2020.

Faculty are encouraged to consult with their colleagues and chair regarding questions or clarifications for this document.

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### **Section I: Third-Year Review**

- A. All tenure track faculty must undergo a mandatory third-year review. The third-year review offers the opportunity to qualitatively assess a faculty member's progress and their progress toward tenure and promotion. Third-year reviews will be based on evidence compiled by the candidate in the areas of research, teaching, and service.
- B. The department recommends that the candidate use the information in Section V: Evaluation Criteria (below) as guidance for submitted materials, including both evidence and narrative self-assessment.
- C. Extended information on procedures for third-year reviews is available via [CAL Evaluation Guidelines](#) III. B. and ISUPP #4020, V. B. 2.

### **Section II: Composition of the Tenure and Promotion Committee**

The History Department establishes membership on its tenure recommendation and review committees according to the following procedures:

#### **A. Committee Composition**

There will be five (5) members on the committee. The composition will be as follows, when possible:

- Two tenured departmental faculty members
- One non-tenured departmental faculty member
- One non-departmental faculty member
- One student

#### **B. Membership Selection Procedures**

1. Three departmental members of the Tenure and Promotion Committee will be chosen by election by the entire History faculty as necessary. If circumstances permit, the department will elect two tenured and one non-tenured faculty member. The three departmental members will choose the faculty member who will serve as chair of the Tenure and Promotion Committee.
2. One non-departmental faculty member will be chosen by the following procedure.

The person whose promotion and/or tenure is under consideration will nominate three non-departmental faculty members, from which the three elected members of the Tenure and Promotion Committee will choose one to serve with them.

3. The committee will also include one student. The student will be chosen by the previously established four members of the committee from a group of three students nominated by the person whose promotion and/or tenure is being evaluated. Each student must have had at least one course from the person under consideration, or have been mentored by the faculty member in an internship, or have worked with the faculty member as a graduate student. Graduate students may not serve on the committees of their faculty advisors.

#### **C. Promotion of the Department Chair**

If the department chairperson is undergoing review for promotion, the committee will be chosen following the above procedures, but the non-departmental faculty member will be chosen in conjunction with the dean of the college and will be the sitting chair, or a former chairperson, of another department in the college.

- D. For additional procedure and guidance on committee formation and membership, the History Department defers to ISUPP #4020, V. B. 6. and CAL P&T Guidelines Part III.

#### **Section III: External Review Letters**

- A. At the beginning of the summer, prior to applying for tenure and promotion, the candidate for promotion and tenure will submit a list of at least seven people that they would like the department chair to contact as external reviewers. With this list, the candidate will provide a brief biography of each potential external reviewer on the list and certify that there is no significant relationship between the candidate and the reviewers (N.B. ISUPP lists "e.g. major professor, dissertation professor, co-author... relative, former student").

1. For additional procedure and guidance on the solicitation of external review letters, the History Department defers to ISUPP #4020, V. C. 1. b)-c)

- B. Once a sufficient number of letters have been received, the chair of the department will deliver them to the departmental Tenure and Promotion Committee.

- C. In the event that the chair of the department is undergoing a promotion review process, the dean of the college will be asked to perform the role of choosing the external reviewers, as outlined above.

#### **Section IV: Committee Processes and Materials Acquisition**

##### **A. Meeting Times and Procedures**

The departmental Tenure and Promotion Committee will choose when and where to meet, but it must meet on campus. As soon as possible after the committee is constituted, the chair of the tenure and/or promotion committee will call a meeting during which duties will be divided and a plan for acquiring materials will be set in motion.

##### **B. Voting**

After a period of review determined by the committee but no later than three weeks

prior to the deadline for the chair's report, the committee will meet and vote on the categories of teaching, research, and service. The faculty member's performance in each of the three areas shall be rated superior, satisfactory, or unsatisfactory.

According to College of Arts and Letters guidelines, to be granted tenure and promotion to associate professor, the faculty member must achieve at least a "satisfactory" level of performance in the areas of teaching, research/creative activity/scholarship, and service for the period under review (see below for the Department of History's statement on superior and satisfactory rankings in teaching, research, and service), and achieve a "superior" level of performance in either teaching or scholarly activities.

For promotion to full professor, a faculty member must achieve a performance ranking of "superior" in two of the three areas of professional activity and a rating of at least "satisfactory" in a third area. The committee will also vote on whether or not it recommends tenure and promotion.

### **C. Report**

The committee will submit a report of no more than ten pages in length to the chair of the department (or to the dean of the college, if the chair of the department is under review for promotion), along with a recommendation either to grant tenure and promotion or to deny tenure and promotion. The committee will include the voting totals in its report, but not the individual voting record of committee members. The department chair will then write a separate report. The candidate **MUST** be given five working days to respond to the report and chair's letter prior to any of the reports advancing to the next level.

D. For additional procedure and guidance on voting and reports, the History Department defers to ISUPP #4020, V. B. 6. and CAL P&T Guidelines Part III.

## **Section V: Evaluation Criteria**

### **A. Materials Submitted By Candidate**

1. For a list of materials to be submitted ("portfolio") by the candidate, refer to ISUPP #4020, V. C. 3. a)-f)
2. For additional portfolio suggestions/requirements specific to the History Department, see the Research, Teaching, and Service sections below.

### **B. Research and Scholarship (revised April 2018)**

The Department of History recognizes the value of research in historical inquiry, and recognizes that scholarship may be pursued in a variety of ways and emerge in a variety of formats. This part of the Tenure and Promotion policy aims to set a standard for faculty members' continued engagement in the scholarship and research of history, including traditional scholarship in history as well as work in public history, digital humanities, and/or history pedagogy. The policy also aims to clarify for committees and for the chair how the research activity of History faculty should be read in relation to College of Arts and Letters standards for "Primary" and "Secondary" research and in relation to the ISU categories of "superior" and "satisfactory."

## 1. Research-Related Guidelines and Definitions

In History single-authored publications are typical. Candidates should take special care to address aspects of the record that could raise questions, such as those that can emerge around multi-authored publications, or in cases where the presence or nature of the peer-review process might not be obvious.

“Peer reviewed” means that at least two recognized experts in the field of the publication or project evaluate the work for its quality, accuracy, and contribution prior to publication. In general, review by a single editor or by a press’s editorial board does not constitute peer review, unless both the editor and the majority of the members of the editorial board are recognized experts in the field of the publication.

In their research narrative, a candidate should describe/contextualize the impact, quality, and prestige of their research. In addition, their narrative should explain how their scholarship fits into an overall and ongoing research trajectory. The committee has the authority to use its discretion, alongside the candidate’s narrative rationale and the input of external reviewers, to weigh some elements of a candidate’s research-related activity differently than these guidelines. For example, publication of an exceptionally high quality article that is singled out for unusual attention (such as an award) could be weighed more heavily.

The Department of History values and encourages work in the public and digital humanities, while recognizing that such projects are difficult to quantify and evaluate, since they may take a variety of forms, and often overlap with teaching, professional service, or public engagement. Candidates may also make a case for major public-facing, digital, or other scholarly output to be considered as equivalent to primary evidence listed in the matrix below.

When evaluating a candidate for tenure and promotion to Associate or Full Professor, the committee and chair normally consider all research activity, regardless of the institution where that work was produced.

## 2. Research Categories and Evaluation

The College of Arts and Letters divides research activity into two categories, “primary” and “secondary.” The History Department recognizes that publications and research activities are valued differently in the field, depending on their type (book, article, book review), venue of publication, and other factors. This section describes how committees should weigh different types of primary evidence in order to assist in the evaluation of a candidate’s research according to the ISU benchmarks of “superior” and “satisfactory.” It also lists the types of research activity that the History Department classifies, in line with CAL guidelines, as secondary evidence.

For Tenure and/or Promotion to the rank of Associate or Full Professor, the departmental review committee may consider rankings of “superior” or “satisfactory” if the candidate meets or exceeds the following benchmarks. In addition, candidates for Tenure or Promotion need to have evidence of an ongoing research trajectory that will continue to lead to scholarly publications following tenure and/or promotion. Language on primary and secondary:

Research		
	Satisfactory	Superior
Primary Evidence	<ul style="list-style-type: none"> <li>• 3+ peer-reviewed scholarly articles or chapters OR</li> <li>• 2+ scholarly articles or chapters, and 1+ awarded external grant/fellowship</li> </ul>	<ul style="list-style-type: none"> <li>• 1 peer-reviewed scholarly book OR</li> <li>• 4+ peer-reviewed scholarly articles or chapters OR</li> <li>• 3 +scholarly articles or chapters, and 1+ awarded external grant/fellowship</li> </ul>
Secondary Evidence	In addition: 6+ from secondary evidence, including 2+ external research grant/fellowship applications	In addition: 8+ from secondary evidence, including 2 + external research grant/fellowship applications
Examples of Secondary Evidence (can be repeated)	<ul style="list-style-type: none"> <li>• Presentation of scholarship at conferences, public venues</li> <li>• Non-peer reviewed publications</li> <li>• Encyclopedia articles</li> <li>• Editorship of academic journal or book</li> <li>• Professional development related to research</li> <li>• Book reviews</li> <li>• Submission or funding of internal grants/fellowships</li> <li>• Submission of external grants/fellowships</li> <li>• Supervising graduate student research</li> <li>• Curation of research-related exhibits</li> <li>• Public-facing scholarship</li> <li>• Digital scholarship</li> </ul>	

### C. Teaching

Teaching is the direct educational involvement with students inside and outside the classroom and the activities that enhance this process. In their teaching narrative, a candidate should describe/contextualize the impact, quality, and prestige of their teaching. Faculty applying for promotion and/or tenure should prepare a portfolio that includes, but is not limited to: student evaluations, teaching observation reports written by peers, syllabi and course materials, and evidence related to the criteria below. For additional procedure and guidance on evidence used to evaluate teaching, the History Department defers to ISUPP #4020, V. C. 3. d) and CAL P&T Guidelines II. A.

Research		
	Satisfactory	Superior
Criteria	<p>Candidates should demonstrate their contribution to the teaching mission of the Department. Evidence may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Satisfactory student feedback and/or evaluations</li> <li>• Satisfactory peer evaluations</li> <li>• Satisfactory syllabi and course design</li> <li>• Moderate teaching innovation</li> <li>• Moderate new course development</li> <li>• Member of MA committees</li> <li>• Moderate teaching in a variety of formats (on campus, online, etc.)</li> <li>• Moderate contribution to programs outside of History (COE, cross-listing)</li> </ul>	<p>Candidates should demonstrate their extensive contribution to the teaching mission of the Department. Evidence may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Consistently positive student feedback and/or evaluations</li> <li>• Positive peer evaluations</li> <li>• Innovative teaching and course design</li> <li>• Extensive new course development</li> <li>• Chairing MA committees</li> <li>• Extensive teaching in a variety of formats (on campus, online, etc.)</li> <li>• Extensive contribution to programs outside of History (COE, cross-listing)</li> <li>• Teaching award</li> </ul>
Additional Examples of Teaching Evidence	<ul style="list-style-type: none"> <li>• Fulfill General Education and History program learning outcomes</li> <li>• Professional development in teaching</li> <li>• Supervising students (interns, graduate students, independent studies)</li> <li>• Advising and mentoring</li> </ul>	

#### D. Service

Faculty members are expected to carry out a variety of service, which can include service to the department, college, university, community, profession, and public. In their service narrative, a candidate should describe/contextualize the impact, quality, and prestige of their service. Faculty applying for promotion and/or tenure should include evidence of the service that they have performed. For additional procedure and guidance on evidence used to evaluate professional service, the History Department defers to ISUPP #4020, V. C. 3. f) and CAL P&T Guidelines II. C.

Service		
	Satisfactory	Superior
Criteria	<p>Candidates should demonstrate impact and contribution to the service mission of the Department with both of the following:</p> <ul style="list-style-type: none"> <li>• Active participation on committees or in other service roles</li> <li>• Service at 3+ service levels of department, college, university, profession, community, public</li> </ul>	<p>Candidates should demonstrate <i>extensive</i> impact and contribution to the service mission of the Department with both of the following:</p> <ul style="list-style-type: none"> <li>• Chair or director role on committees or in other service roles</li> <li>• Service at 4+ levels of department, college, university, profession, community, public</li> </ul>
Examples of Service	<ul style="list-style-type: none"> <li>• Student recruitment</li> <li>• Student retention</li> <li>• Hiring committees</li> <li>• Graduate student committees</li> <li>• Independent studies</li> <li>• Early College Program liaison</li> <li>• Member or chair on committees, boards, etc.</li> <li>• Student advising</li> <li>• Organizing on- or off-campus event (speakers' series, student event, etc.)</li> <li>• Faculty advisor for student clubs</li> <li>• Editorial work</li> <li>• Organizing or chairing conference panels</li> <li>• Serving as officer of professional organization</li> <li>• Peer-review (of scholarship, grants, fellowships)</li> <li>• Serving as consultant in area of expertise</li> <li>• Public or community talks on area of expertise</li> <li>• Public-facing publications, media</li> </ul>	





## Workload Policy

Created February 2015; revisited 17 April 2017

The Department of History adheres to the following guidelines regarding faculty workload. These include the outline and description of typical duties of full-time faculty members, aligned with the policies and guidelines of Idaho State University, in the areas of teaching, research, and service.

Each nine-month contracted faculty member (tenured or tenure-track) is required to complete 15 workload units per semester for a total of 30 units per year. These equate to nine units of teaching, 4-5 units of research, and 1-2 units of service per semester. Non-tenure-track faculty are required to satisfy 15 units of teaching per semester, though this may be reduced to fulfill service obligations. Alternate workload breakdowns may be designated for research faculty.

Note: Some "Teaching/Instruction" units may overlap with those classified as "Research and Creative Activities" or "Service." In such cases, the classification may be negotiated with the Department Chair.

### Workload for Full-Time Tenured and Tenure-Track Faculty

#### Instruction/Teaching (9 units per semester)

Instruction falls into four categories:

- **Instruction-Related Activity:** Courses taught (e.g., lecture, independent study, thesis, graduate committee and chair-related duties)
- **Out-of-Classroom Activities Related to Instruction:** New course development, new teaching modalities, major course revision, development of digital or web-based modules, tutoring, work with students in office hours, etc.
- **Other Instruction Activity:** Supervision of undergraduate or graduate students
- **Student Advising, Recruitment, Examining:** Formally assigned advisees, informal advising, student recruitment activity, on-site recruitment, enrollment fair, Graduate Faculty Representative work, etc.

In the base case, each 3-credit course counts as three workload units. Additional instruction units will be considered for other activities linked to teaching and student advising.

Category	Units
Teaching of three 3-credit courses	9
Creation, preparation, and/or offering of new courses	*
Independent Study courses	1 unit per credit
Thesis supervision (HIST 6650: Thesis)	1 unit per credit
Graduate committee membership and active mentoring	*
Undergraduate advising	*
Graduate Faculty Representative on exam committee	*

\*Workload units determined by weekly contact hours, manuscript editing.

### Questions for discussion on this section:

1. The English & Philosophy department considers online teaching, and “teaching away from one’s primary campus” as constituting additional teaching units. To date, the Department of History has not acknowledged these as additional units, but as part of its existing instructional platform. Should they be considered as additional teaching units?
2. The English & Philosophy department considers the supervision of undergraduate students as constituting additional teaching units. Do contact hours with students per week, in an advisory role or during office hours, constitute a portion of the teaching workload?
3. What weight should be applied to instruction units regarding graduate committee membership and thesis credits? Should these be recorded consummate with contact hours per week, or with credits registered?
4. How should we acknowledge the creation and prepping of new courses? On the surface this appears to fall within the duties of instruction. Creation – particularly on a digital platform – requires serious time commitment.

### Research and Creative Activities (4-5 units per semester)

All full-time tenured and tenure-track faculty members will remain actively engaged in research and its dissemination in their areas of specialization. All full-time tenure-track faculty members are required to be actively engaged in research and/or creative activities in their areas of specialization. Tenure-track faculty typically have a workload assignment of 3 or more units in this area. In accordance with the College policy, normally one workload unit will be allocated for **approximately 2.67 average weekly hours** spent in scholarly or creative activities.

The Department recognizes that research and creative activities are constant processes. Progress should therefore be outlined to the Department Chair when identifying projects that constitute multiple units over several semesters. Progress in research and creative activities will be acknowledged when:

1. A faculty member is actively engaged in the planning of a research project, and/or making progress toward its completion and dissemination. This may be measured through research and data collection; writing, editing or revision of results; collaboration with other scholars; identification of funding opportunities and/or applications for funding; the submission of abstracts and presentation of conference, colloquia, or seminar papers and/or posters.
2. A faculty member brings a research or creative project to completion, that is, having their scholarship published, or having it accepted for publication (contracted with publisher; “forthcoming”). Outlets include academic monographs and other single-authored books; co-authored books; editorship or co-editorship of a book of collected essay chapters; textbooks; peer-reviewed chapters in refereed books; and journal articles. Other research and creative activities include, but are not limited to, the publication of scholarly reviews; and presenting at, or organizing a conference, seminar, colloquia, or presenting a scholarly poster.

**Public engagement serves as an important link between the University and the community. As such, certain actions may qualify as “Research and Creative Activities” units. Others fall under “Service,” as outlined below.**

### **Service (1-2 units)**

Faculty members are expected to perform service at the Department, College, and University levels, as well as within their professional fields. Faculty may satisfy "Service" requirements in a variety of ways, including serving on Department, College, and/or University committees; serving on graduate exam committees, or as a Graduate Faculty Representative (GFR). External opportunities for service include, but are not limited to, serving on a professionally related executive or guiding committee within one's field; and serving as a manuscript reviewer for a publisher or journal. Other activities may be considered following discussion with the Department Chair. Normally one workload unit will be allocated for approximately 2.67 average weekly hours spent in service activities.

### **Early College Program**

TBD as we decide how to engage with new compensation system.

### **Administration**

Faculty who take on significant administrative roles in the Department of History may be assigned workload units aligned with the time and responsibility required of their positions. These include, specifically, the positions of Department Chair, Director of Graduate Studies, Undergraduate Director, ELC Coordinator, and Department Webmaster.

### **Adjustments**

Although the typical workload for tenured and tenure-track faculty is 9 units of "Instruction/Teaching," 4-5 units of "Research and Creative Activity," and 1-2 units of "Service," for a total of 15 units per semester, workloads may be adjusted for a variety of reasons. The Chair will determine adjustments.

### **Assessing Workload**

Faculty are required to submit their workload assessment to the Chair prior to the commencement of the semester. For example, a workload assessment for the fall semester should be submitted prior to the completion of the preceding spring semester, after the release of the fall semester course schedule, and identify as accurately as possible the anticipated distribution of workload units.

## Instructional Workload Guide (Suggested)

### New Course Preparation

1.5 hours/week (.6 Work Load Unit, or WLU)

### Undergraduate Instructional Activities

- Independent Study: TBD (by credits registered or hours engaged?)
- Honors project supervision: (by credits registered or hours engaged?)
- Formally assigned undergraduate advising: .27 hours per week (.1 WLU)
- Informal advising activities (office hours, e-mail, chat appointments, web conferencing, and writing student recommendations): 2 hours per week (.8 WLU)

### Graduate Instructional Activities

#### *Single Semester Activities*

- Serving as an external Graduate Faculty Representative: .27 hours/week (.1 WLU per student)
- HIST 6664: Graduate Internship coordinator: .8 hours per week (.3 WLU)

#### *Multi-Semester Activities*

Hours include summer advising and, retrospectively, proposal writing time. Notice the cap on the maximum number of semesters or graduation (whichever is earlier). A student's proposal must have been approved for the adviser to begin to earn WLU's.

- **HIST 6645: Research Project**
  - o Advisor: 1.33 hours per week (.5 WLU; max 1 semester)
  - o Committee member: .33 hour/week (.1 WLU; max 1 semester)
- **HIST 6650: Thesis**
  - o Advisor: 1.33 hours per week (.5 WLU; max 2 semesters)
  - o Committee member: .67 hours per week (.3 WLU; max 1 semester)

## Guidelines for Faculty Travel Funding

(Approved in History faculty meeting January 15, 2008)

### 1. Travel Policy

- Travel to scholarly meetings, archives, and to other scholarly venues is essential to the professional functions of faculty in the Department of History. The Department of History will provide funding for professional travel for full-time, tenure-track and tenured faculty up to the allowable per diem amount, as departmental budgets permit, and within the following guidelines. Travel to scholarly conferences for official activities will receive priority; faculty members are encouraged to find other sources, internal and external, for individual research needs.
  
- Faculty members are encouraged to seek external funding for travel, and to include travel, when necessary, within the budgets of grant proposals. Faculty members are also encouraged to apply for internal funds to assist with travel costs. Funded travel is expected to support the Department of History's profile and mission. Faculty members who do not follow the guidelines below will not be considered for departmental travel funding.
  
- Travel for adjunct, non-tenure-track instructional faculty is not generally funded by the Department, but may be funded on a per-case basis, and under the direction of the Department Chair.
  
- Graduate student and undergraduate student travel is not funded by the Department's budget. Graduate students are encouraged to apply for internal and external grant funding. Faculty members writing grants for external funding that include funding for graduate research assistants in their budgets must include travel costs for the research assistants, when applicable. Undergraduate students are encouraged to work through the Associated Students of Idaho State University, and various student organizations, in addition to development activities, to procure travel support.

### 2. Guidelines for Travel Funding Allocation

#### Eligibility

- Activities eligible for funding include, but are not limited to, the following:
  1. Presenting paper at a scholarly conference
  2. Serving as commentator for panel at a scholarly conference
  3. Organizing and chairing a panel at a scholarly conference
  4. Official activities of the Department of History, such as interviewing position candidates at a conference, when such activity is not funded by other units
  5. Serving as program chair, president, or officer of a scholarly organization, IF the organization does not fully fund travel to the main conference and if the faculty member is expected to attend and/or chair business meetings.
  6. Other official functions related to dissemination and creation of research at scholarly conferences (poster sessions, facilitating round table discussions, etc.)

7. Soliciting manuscripts, meeting with potential authors, and attending editorial meetings, IF the traveling faculty member is the editor or guest editor of a journal, book series, or press and the journal and/or press does not cover the full expenses of the trip
8. Invited meetings with academic presses interested in pursuing publication of the faculty member's research (books will receive priority)
9. Attending official business meetings linked to preparing external proposals, as Principle Investigator or Co-Principle Investigator, at scholarly venues, when other units do not provide funding and the external funding proposal will, if funded, generate indirect cost returns for the Department of History

#### Application Procedure

- Faculty seeking departmental travel funds should complete the History Department Travel Funding Request Form and submit it to the Chairperson of the Department as early as possible during the academic year. Travel budgets are often very limited, so travel requests submitted prior to October 15 of the academic year may be given priority, at the Chair's discretion, and depending on the budget levels of that year.

#### Indirect Cost Returns and Travel Funding

- When departmental travel budgets are inadequate to fund travel under the department guidelines, funding from Indirect Cost Returns may be used to fund travel. Travel funded by Indirect Cost Returns will prioritize activities associated with generating external funding, such as attending a regional meeting sponsored by the National Science Foundation, but Indirect Costs may also be used to fund the professional activities listed above.

**Academic Dishonesty Policy**  
(Approved October 19, 2010)

The Department of History adheres to the Idaho State University Faculty and Staff Handbook guidelines for Academic Dishonesty (see Part 6 of the Faculty/Staff Handbook below) but has made the following additions to the policy.

- 1.) When an instructor/faculty member files a written incident report as outlined in Part 6, Section IX.A.4.e, the Department of History will retain the report on file, under the student's name, in a secure location. The student will be asked to sign the report and will be given a copy of same. The report may or may not, depending on the conclusions reached by the instructor as per the Faculty/Staff Handbook, be forwarded to the Dean of the College of Arts and Letters.
- 2.) The Department of History will maintain secure (placed in a locked office with access by the chairperson of the Department) files of academic dishonesty reports. Students may ask, in writing to the chairperson of the Department, to see the contents of their file. The Department will provide the file to the student within 45 days of the request. [MAY NOT BE NEEDED IF ONLY REPORT IS INCLUDED--SEE NOTE]

**From the Idaho State University Faculty/Staff Handbook:**

**Part 6. Student Affairs**

**Section IX. Student Conduct**

A. Academic Dishonesty (Updated 8-18-09)

1. General
  - a. Academic integrity is expected of all individuals in academe. Behavior beyond reproach must be the norm. Academic dishonesty in any form is unacceptable.
  - b. Academic dishonesty includes, but is not limited to, cheating and plagiarism.
2. Definitions
  - a. CHEATING is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work.

Examples of cheating include, but are not limited to:

- (1) Obtaining, providing, or using unauthorized materials for an examination or assignment, whether verbally, visually, electronically, or by notes, books, or other means.
- (2) Acquiring, examinations or other course materials, possessing them, or providing them to others without permission of the instructor. This includes providing any information about an examination in advance of the examination.
- (3) Taking an examination for another person or arranging for someone else to take an examination in one's place.



(4) Submitting the same work or substantial portions of the same work in two different classes without prior approval of the instructor.

(5) Fabricating information for any report or other academic exercise without permission of the instructor.

b. PLAGIARISM is defined as representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation. Other examples of plagiarism are the acts of appropriating creative works or substantial portions thereof in such fields as art, music, and technology and presenting them as one's own. The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations. As long as a student adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most instructors require certain forms of acknowledgment or references and may evaluate a project on the basis of form, penalizing the student in the grade assigned if citation of sources is improper.

c. ACADEMIC as used in this policy is synonymous with "scholastic" and refers to school-related endeavors, whether the school is vocational or academic.

d. INSTRUCTOR/FACULTY MEMBER as used in this policy is defined as a person who is responsible for the teaching of a class or laboratory or other instruction. These terms include professors regardless of rank, instructional staff, graduate assistants, visiting lecturers, and adjunct or visiting faculty.

### 3. Penalties for Academic Dishonesty

a. Any penalty imposed for academic dishonesty shall be in proportion to the severity of the offense.

b. Penalties that may be imposed by the instructor are:

(1) Warning: The instructor indicates to the student that further academic dishonesty will result in other sanctions being imposed.

(2) Resubmission of work: The instructor may require that the work in question be redone to conform to proper academic standards or may require that a new project be submitted. The instructor may specify additional requirements.

(3) Grade reduction: The instructor may lower a student's grade or assign "F" for a test, project, or other academic work.

(4) Failing: The instructor may assign "F" for the course.

(5) Failing with notation: The instructor may assign "F" for the course and instruct

the Registrar to place notation indicating academic dishonesty on the student's permanent transcript.

c. Penalties that may be imposed at the University level are:

(1) Suspension from the University: This is the administrative withdrawal of the offending student by the University. The student is suspended for a length of time, determined by the University, that may depend upon the circumstances that led to the sanction.

(2) Expulsion from the University: This is the most severe penalty for academic dishonesty and may be imposed by the University for extreme or multiple acts of academic dishonesty. Once expelled, the student is not eligible for readmission to the University.

d. Combinations of penalties may be imposed.

e. Withdrawal from a course does not exempt a student from penalties for academic dishonesty.

4. Procedures for Determination of Academic Dishonesty and Imposition of Penalties

The instructor of the course is responsible for initiating investigation of each suspected incident of academic dishonesty. When the instructor witnesses such an incident, has evidence of one, or is informed of one by a witness, the instructor shall proceed as follows:

a. The instructor may intervene and shall gather evidence to see whether further action is necessary.

b. If the instructor feels that a sanction of grade reduction, failing, or failing with notation is warranted, he/she shall discuss the incident with his/her department head or dean. If, after this meeting, the instructor decides not to impose sanctions, then no further action is necessary.

c. If, after the meeting, the instructor decides to proceed, he/she shall inform the student or students involved (orally and in writing) of the evidence of academic dishonesty. The instructor shall meet with the student, consider the student's response (which should be given orally and in writing), and collect any available evidence and testimony from witnesses. In cases of suspected plagiarism, the instructor may ask the student to supply the references used, and the student must comply with such a request.

d. On the basis of this information, the instructor may decide to impose a penalty. If the penalty is only a warning or a demand that work be resubmitted, then no further action is necessary.

e. If, after those steps, the instructor concludes that academic dishonesty has occurred and decides to impose a sanction of grade reduction, failing, or failing with notation, he/she shall prepare a written incident report. The report shall include the student's name, the date of the incident, a description of the incident and the available evidence, and the instructor's decision regarding sanctions. The report shall state the specific sanctions imposed--grade reduction, failing, or failing with notation.

The instructor shall keep a copy of the report and send copies to:

- (1) the student,
  - (2) the chairperson (or designee) of the department in which the instructor holds an appointment,
  - (3) the chairperson (or designee) of the department in which the student is a major,
  - (4) the dean (or designee) of the college in which the instructor holds an appointment,
  - (5) the dean (or designee) of the college in which the student is a major, and
  - (6) the Office of the Registrar. A copy of the incident report shall be placed in the student's permanent file in that office. The instructor shall also inform the student of the procedures for appeal outlined in Section 5 below.
- f. When an 'F' with notation is assigned, the Office of the Registrar shall also send a letter to the student informing him/her of the procedures for appeal. Notation indicating academic dishonesty shall be placed on the student's permanent transcript if
- (1) the student does not appeal the penalty within the first full semester following the semester in which the alleged incident occurred, or
  - (2) the penalty is upheld in the appeals process.
- g. Any student who receives two "F"s with notation is subject to suspension or academic expulsion. When a student receives a second "F" with notation, the Office of the Registrar shall notify the Academic Dishonesty Board; that board will then decide whether the student should be suspended, expelled, or neither, following the procedures in Section B below.

## 5. Procedures for Students' Appeals of Imposed Penalties

- a. The student may appeal penalties for academic dishonesty to the dean (or designee) of the college in which the course was offered. This is the final level of appeal for penalties of resubmission of work, grade reduction, or failing without notation that are imposed for academic dishonesty. For a penalty of failing with notation, the final level of appeal is the Provost and Vice President for Academic Affairs.
- b. The appeal to the dean (or designee) must be filed, in writing, no later than the next full semester following the semester in which the alleged incident of academic dishonesty occurred.
- c. When a student files an appeal, the dean (or designee) shall set a date for a formal hearing to discuss the allegations and sanctions. He/she shall moderate the hearing and keep a written record of it. The hearing shall include the instructor, the student, the chairperson (or designee) of the department in which the instructor holds an appointment, the chairperson (or designee) of the department in which the student is a major, and the dean (or designee) of the college in which the student is a major.

- d. If the formal hearing results in the student being exonerated of all charges of academic dishonesty, the dean (or designee) of the college in which the course was offered shall prepare a letter or memorandum stating that the student has been exonerated and requesting that all records about the alleged act of dishonesty be destroyed, other than the dean's own record of the hearing.

The dean (or designee) shall send copies of the letter or memorandum to:

(1) the instructor,

(2) the student,

(3) the chairperson of the department in which the instructor holds an appointment,

(4) the chairperson of the department in which the student is a major,

(5) the dean of the college in which the student is a major, and

(6) the Office of the Registrar. That office shall remove all records about the alleged dishonest conduct from the student's permanent file.

- e. If the student is not exonerated of all charges, then the dean (or designee) of the college in which the course was offered shall send copies of the written record of the formal hearing to parties (1)-(6) above.

- f. If the penalty is reduced or rescinded as a result of the hearing, the dean (or designee) of the college in which the course was offered shall direct the Registrar to make any changes in the student's grade.

- g. Penalties for academic dishonesty may not be challenged through the scholastic appeals process.

#### 6. Procedures for Implementation of Penalties at the University Level

Authority to assign the penalties of suspension or expulsion from the University rests with the Academic Dishonesty Board.