STUDENT AFFAIRS ANNUAL REPORT DATA 05-06

Department Name  Judicial and Ethical Programs

Location  105 University Center

Phone Number  678-2298

Web Site  http://saweb.memphis.edu/judicialaffairs/

Director Name  Dwayne J. Scott, Ed.D.

Director Email  dscott@memphis.edu

Number of Full-Time Staff  2

Mission  Promote student learning through discipline that is creative and thought-provoking which focuses on pursuing the truth and fairness to all involved, while maintaining the integrity of the disciplinary process and fostering the University’s educational goals, mission, and values.

Major departments/functions/offices/responsibilities - brief listing  The Office of Student Judicial and Ethical Programs administers the University’s Code of Student Rights and Responsibilities which addresses issues of academic and personal integrity, civility, and dispute resolution. This office is responsible for investigating all aspects of complaints received from, faculty, staff and students and determining appropriate actions and/or sanctions (administrative hearing only). This office utilizes other departments such as the Center for Counseling, Learning and Testing and Educational Support Program as resources to promote learning and modifying student behavior.

3 main departmental goals and related accomplishments/results for 05-06

Goal #1  Encourage faculty to report all cases of academic misconduct to the Office of Judicial and Ethical Programs.
Results/Accomplishments #1A Faculty referred 70 students for Summary Discipline related to plagiarism and/or cheating.

Conducted numerous presentations on the importance of reporting and appropriate procedures to effectively handle academic misconduct to the following academic units:

- College or Arts and Sciences – Chairs and deans
- Engineering Technology – Chair and faculty
- Loewenberg School of Nursing – Dean and faculty
- English Department – Faculty (lower level courses)
- School of Urban Affairs and Public Policy – Faculty
- Faculty Senate
- Teaching Assistants

Goal #2 Assess the effectiveness of the Glatt Plagiarism Tutorial.

Results/Accomplishments #2A A total of 15 students took the Glatt Tutorial after being referred for Summary Discipline; however, after completing the tutorial 9 students decided there was no need to appeal. Consequently, students were reluctant to pursue an appeal of Summary Discipline after learning how to appropriately give attribution within the body of their written work.

Results/Accomplishments #2B Only 19 of 70 students requested a hearing before the Academic Integrity Committee as a result of Judicial and Ethical Programs staff proactively advising students on appropriate citation methods and encouraging them to take the Glatt Tutorial.

Goal #3 Assess the effectiveness of the Office of Student Judicial and Ethical Programs services and programs.

Results/Accomplishments #3A A total of 66 students voluntarily participated in the customer satisfaction survey.

Results/Accomplishments #3B Generally, participant surveys indicated that staff and services offered met and/or exceeded expectations.

Initiative #1 Required alcohol and drug violators to complete pre and post testing.

Initiative #2 Offered Glatt Tutorial as a training instrument to students who were referred for Summary Discipline regarding plagiarism.

Initiative #3 Customer satisfaction survey

Up to 3 student learning objectives and outcomes for 05-06

Student learning objective #1 Students will learn what constitutes plagiarism.

Assessment Method #1 Glatt Tutorial

Outcome #1 A total of 15 students took the Glatt Tutorial after being referred for Summary
Discipline; however, after completing the tutorial 9 students decided there was no need to appeal. Consequently, students were reluctant to pursue an appeal of Summary Discipline after learning how to appropriately give attribution within the body of their written work.

**Student learning objective #2**  Students will learn and understand how Summary Discipline works.

**Assessment Method #2:** Summary Discipline referrals from faculty.

**Outcome #2** Faculty referred 70 students for Summary Discipline related to plagiarism and/or cheating.

**Student learning objective #3**  Students will learn appropriate vs. inappropriate conduct in the university community.

**Assessment Method #3:** Customer satisfaction survey

**Outcome #3** Generally, students indicated that they received an appropriate sanction based upon university expectations, as discussed in administrative hearings.

**3 main bragging points for department - Optional**

**Bragging point #1** Fewer academic hearings; staff has been influential in advising students to not appeal by showing students the plagiarized portion of their papers, accurately explaining plagiarism, and utilizing the Glatt tutorial.

**Bragging point #2** Customer service surveys overall show that students are satisfied with staff and procedures.

**Bragging point #3** Additional presentations for various departments: Faculty Senate, English, Engineering, Chairs & Dean Orientation, ACAD classes. Both Administrative Secretary and Associate Dean were nominated for MIMSAC 2005 Pyramid Awards.

**Revenue Producing Initiatives and Results:** Increased the drug and alcohol fines from $25.00 to $50.00 which has produced a slight increase in revenue and complaints from students.

**Collaborative Efforts:** Staff works with other departments on campus to produce the annual Student Handbook and Planner. Referred students to the following services; ESP, Psyc Counseling, Adult & Commuter Student Services. Also, explained university expectations to ACAD students (approx. 1200).

**Contact summaries for the 05-06 year as applicable - headcount counseling sessions, cases, programs help, students housed, children housed, children cared for, tests administered, interviews hosted, etc.**

Total Cases - 183
Summery Discipline referrals - 70
3 Main initiatives for 06-07

Initiative #1  Develop brochure for faculty on how to deal with disruptive students in the classroom.

Initiative #2  Develop a brochure for students that identify unwanted behaviors in the classroom setting.