



NORTHERN ARIZONA UNIVERSITY

College of Health & Human Services

ACADEMIC INTEGRITY POLICY HEARING BOARD TRAINING & PROCEDURES MANUAL Academic Year 2017-2018

PREFACE

Northern Arizona University's Academic Integrity Policy is based in the premise that members of the university community should display honesty and respect in their academic work. It sets forth the expectations of students in participating in academic activities and outlines the procedures for allegations of academic misconduct.

Each college at Northern Arizona University shall have an Academic Integrity Hearing Board. The Hearing Board can serve different functions under the Academic Integrity Policy. The Hearing Board may be an appeals board, reviewing the processes and actions taken by faculty members, Department Chairs, or Associate Deans in earlier stages of the process. Alternatively, the Hearing Board can be a board of first review for allegations of severe misconduct or where a finding of violation may result in program dismissal or other college or university sanctions.

It is important to remember that the goal of the Academic Integrity Policy is to reinforce the idea of Academic Integrity and to take corrective action when a student fails to exhibit academic integrity. Some violations are so bold and blatant that a student may lose the right to continue in a program or even to continue studies at NAU. Other violations may be more suited to educational assignments and loss of points on individual assignments. The Hearing Board is charged with protecting the integrity of the institution and the academic environment and their hearings and decisions should reflect that mission.

STUDENT PRIVACY

Remember that student records, including academic integrity records, are considered student disciplinary records. These are protected by the Family Educational Rights and Privacy Act. Members of the Board are required to complete the FERPA training provided by NAU at <http://nau.edu/registrar/ferpa/>. All information you receive as a member of the Board is confidential. The chair of the committee will collect all notes and other materials from you at the conclusion of any hearings. You should not discuss the situation with anyone outside of the hearing room, including spouses, roommates, classmates, or other faculty members.

JURISDICTION

Academic Integrity Hearing Boards have jurisdiction over courses within the college as well as students within the college. Appeals of “faculty-imposed penalties” (as defined in the policy) or penalties imposed during a primary appeal are heard by the Hearing Board of the college in which the course is offered. Requests for penalties that are “hearing-board imposed” (as defined in the policy) are determined by the Hearing Board of the college in which the student has declared a major or program of study.

If a student has multiple majors that are not within one college, the Hearing Board chairs and the students should discuss and agree upon the appropriate Hearing Board. It is possible to have a Hearing Board comprised of faculty and students from multiple colleges for those students with multiple majors in different colleges. In those situations, the Hearing Board chair from the college in which the student’s primary plan is located should chair the committee.

HOW DOES A CASE GET TO THE CHHS HEARING BOARD?

- 1) There is a direct referral from a CHHS faculty member for a serious issue that occurred in a CHHS class.
- 2) There is a direct referral from a CHHS chair or the SON dean for a serious issue that occurred in a CHHS class.
- 3) There is a direct referral from a faculty member of another college for a serious issue that occurred with a CHHS student in a non-CHHS class.
- 4) There is an appeal from the Associate Dean for an academic dishonesty issue that occurred in a CHHS class.
- 5) There is a referral from a Hearing Board in another college for a CHHS student who has gone to that Board but that Board believes that there are college or university level sanctions that should be imposed.
- 6) The Dean refers a case back to the Board for further hearing.

PRIOR PROCESS

Before a Hearing Board is convened to hear a case, the case has been through some or all of the following process:

- 1) Faculty/Student meeting. This is the initial meeting between the faculty member and the student concerning the alleged violation of the Academic Integrity Policy. In this meeting, the faculty member determines if a violation of the policy has occurred and imposes sanctions for that violation.

- a. If a faculty member believes that faculty-imposed sanctions are insufficient based on information received in this meeting, the faculty member may have referred the case to the Hearing Board for consideration of Hearing Board imposed sanctions.
 - b. If the faculty member imposed sanctions for the violation but the Associate Dean discovers that the student has prior offenses, then the Associate Dean may have referred the student directly to the Hearing Board for consideration of Hearing Board imposed penalties.
- 2) Primary Appeal. If the student denied the allegations and did not accept the faculty-imposed sanctions, the student may have appealed the case to the appropriate administrator. This administrator is called the Appeal's Chair and typically will be the Department Chair, SON Dean, Program Director, or Associate Dean. The Appeal's Chair will have listened to and evaluated the perspectives of the faculty member and the student as well as any relevant witnesses to the alleged incident(s). In order for the Hearing Board to receive the case, one of the following must have happened:
- a. The Appeal's Chair upheld the decision of the faculty member and the student then appealed again to the Hearing Board. This appeal must be based on one or more of the following:
 - i. The student alleges unfair or improper procedure;
 - ii. The student contests the finding of violation;
 - iii. The student contests the penalty as too strict considering the offense.
 - b. The Appeal's Chair reversed or modified the decision of the faculty member and the student or faculty member wishes to contest that reversal or modification

PROCEDURES OF THE HEARING BOARD

- A. Timelines (in business days)
- a. Day 0: Request for a hearing is provided to the Dean's office.
 - b. Day 3: Notice given to parties of the date, time, and location of the hearing. This notice will include the names of the members of the Hearing Board who will be in attendance at the hearing.
 - c. Day 5: Deadline for the student to challenge any member of the Hearing Board panel. Written statements and documentation from all parties, including witnesses, due to Hearing Board Chair.
 - d. Day 10: Hearing will occur. This time line may be modified by agreement of the parties.
 - e. Within 7 days of the hearing: Deadline for Hearing Board chair to notify all parties of the decision of the board.
 - f. Within 14 days of notification of the hearing boards decision: Deadline for any party to appeal the Hearing Board's decision to the Dean.

- B. Participants (required are noted with a *)
- a. Student (if the student does not attend, the hearing may be held without him/her)
 - b. Student's advocate (may consult with the student but may not speak on the student's behalf)
 - c. Faculty member (if the faculty member does not appear, the hearing may be held without him/her)
 - d. Witnesses for either faculty or student (maximum of 2 witnesses each)
 - e. Appeal's Chair of the Primary Appeal (if held)*
 - f. Chairperson*
 - g. Two student board members*
 - i. At least one must be a graduate student if the student involved is a graduate student
 - h. Two faculty member board members*
 - i. If the Hearing Board is in the course's college and that college is not the college of the student's major or plan of study, then one faculty member must come from the Hearing Board of the student's plan of study. If the student has multiple majors, a minor, or a certificate in the college of the Hearing Board, then this requirement is met.
 - i. Record Keeper*
 - j. Others as called by the Hearing Board Chair (must include the head of the students' academic unit(s) as applicable, either department chair or SON dean)
- C. Order of the Hearing
- a. Introduction of the participants
 - b. Overview of the prior procedure – how the case got to the Hearing Board
 - c. Statement of the faculty member (maximum of 5 minutes)
 - i. Facts as understood by the faculty member that formed the basis for the decision
 - ii. Introduction of any supporting evidence including documents or witnesses
 - iii. Board members may ask questions during this phase of the hearing after the initial 5 minute statement.
 - iv.
 - d. Statement of the responding party (maximum of 5 minutes)
 - i. Facts as understood by the student
 - ii. Introduction of any supporting evidence including documents or witnesses
 - iii. Board members may ask questions during this phase of the hearing after the initial 5 minute statement.
 - e. Statement of the Appeal's Chair of the Primary Appeal (if held) (maximum of 5 minutes)
 - i. Reasoning and rationale for the outcome of the Primary Appeal
 - ii. Introduction of any supporting evidence including documents or witnesses

- iii. Board members may ask questions during this phase of the hearing after the initial 5 minute Appeal's Chair statement.
 - f. Statement of the head of the academic unit (may be the same as the chair of the primary appeal, maximum of 5 minutes)
 - i. Facts as understood by the academic chair/SON dean
 - ii. Introduction of any supporting evidence including documents or witnesses
 - iii. Recommendations regarding the violation and/or penalties imposed
 - iv. Board members may ask questions during this phase of the hearing after the initial 5 minute head of academic unit statement.
 - g. Response by the faculty member (maximum of 5 minutes)
 - i. Board members may ask questions during this phase of the hearing after the initial 5 minute faculty response.
 - h. Response by the student (maximum of 5 minutes)
 - i. Board members may ask questions during this phase of the hearing after the initial 5 minute student response.
 - i. Deliberations
 - i. After all the evidence has been heard, the parties are dismissed while the Board deliberates.
 - ii. The Board must decide whether or not the evidence presented is *clear and convincing* that the student did in fact violate the Code.
 - 1. *Clear and convincing* falls somewhere between a "preponderance of evidence" and "beyond a reasonable doubt." The evidence should produce a "firm belief" in the faculty member's mind that the student did in fact violate the Policy.
 - iii. A simple majority of those voting members present decides the issue, the chairperson voting only in the case of a tie vote.
- D. Possible Outcomes
- a. Find that the student is not in violation of the Academic Integrity Policy and overturn any penalty or finding of a lower hearing.
 - b. Find the student in violation and
 - i. Affirm the penalty below
 - ii. Modify the penalty below
 - 1. Reductions in the penalty should be accompanied by rationale
 - 2. Increases in the penalty should be accompanied by rationale and should be limited to extreme cases and to maintain consistency within the college
 - iii. Refer the student to the Hearing Board of the student's plan (if a different Hearing Board) for Hearing Board imposed sanctions.
 - c. If the Hearing Board is the Board of the student's plan of study
 - i. Recommend to the Dean that the student be removed or dismissed from the program of study.
 - ii. Recommend to the Provost that the student be placed on University probation.
 - iii. Recommend to the Provost that the student be suspended or expelled.

ASKING QUESTIONS

The hearing is not a legal proceeding so formal rules of evidence do not apply. Even so, some thought in to the type of hearing it should be is important.

Questions that seem to lead to a specific answer or questions that might be seen as “cross examination” questions are going to create an atmosphere that seems more trial-like than educational. Open ended questions allow the student and faculty member (and any others who are asked to share) an opportunity to tell their story in their own words.

1. Ask for clarification
2. Ask open ended questions to solicit more information
3. Remember the 5 W’s and the H
 - a. Who
 - b. What
 - c. Where
 - d. Why
 - e. When
 - f. How
4. Focusing on the situation can be helpful. Use words like
 - a. Describe (Describe the room for us)
 - b. Explain (Explain what happened next)
 - c. Tell us (Tell us what was said after that)
5. Don’t use multiple choice questions
6. Be ready for silence. It is normal for people to think before answering a serious question

The Board hears all parties to the dispute and examines all evidence presented. If it is deemed necessary, the chairperson may solicit information from other “witnesses.”