

	Present	Excused	Absent
Anne Angstrom		X	
Tatiana Arzivian	X		
Suzanne Biedenbach			X
Karen Buonocore	X		
Michael Chiacchiero	X		
Marius Coman	X		
Camille Drake-Brassfield	X		
Ann Eastman	X		
Christy Gilfert	X		
William Kelvin	X		
Brenda Knight	X		
Qin Liu	X		
David Logan		X	
Karen Maguire	X		
Jacob McAbee	X		
Martin McClinton	X		
Thomas Mohundro	X		
Yadab Paudel	X		
Jessica Slisher	X		
Les Sutter	X		
Melanie Ulrich	X		
Tejendrasinh Vala	X		
William Van Glabek	X		
Vera Verga	X		
Patricia Voelpel		X	
Michele Yovanovich	X		
Valentin Zalessov	X		

Academic Standards Committee Meeting

All Campuses via Zoom

November 19, 2021

11 am – 12 pm

- Meeting called to order at 11:02 am by Melanie Ulrich.
- Approve meeting minutes from 10/15/2021 – moved to approve by Camille Drake-Brassfield, seconded by Teju Vala.

Discussion Items

New Business

1. Feedback from Dr. DeLuca
Melanie Ulrich sent an e-mail with questions compiled by the sub-committee to Dr. DeLuca. Her responses are below (in red):

- Policy – currently the policy states the Dean is the person who reviews an academic misconduct violation. Many schools include a conduct board with student involvement to review the case and provide a recommendation before the final decision is made. Would that be a possible pathway consideration to add in a conduct board before the Dean review? Or is the Dean only review policy the only option?
 In terms of "academic integrity vs. misconduct," the current policy lists the "Dean of Students" as being notified. We no longer have a position with that title, so that needs to be updated anyway. I am happy for the subcommittee to make recommendations about structure. I am not opposed to having a conduct board. I welcome all recommendations from the committee regarding how this would work.
- The sub-committee is asking if Dr. DeLuca would be willing to address academic dishonesty during PD days in January 2022?
 Yes. If we have completed the policy updates by that time, or at least a draft, I would certainly share. But in general, I am happy to address the topic. It is a concerning issue.
- Would there be support (not necessarily financial) for the following?
 - a. The sub-committee would like to launch an Academic Integrity Survey to gauge the thoughts at the college. This is something we learned about at the AAC&U symposium and there is already an available survey. This specific survey and assessment guide would cost \$500. Karen Maguire looked into this and said “the new version of the McCabe started being used in early 2021. I don't know if they are still taking institutions to get in on the benchmark conduct of this new version. We would have to become a member of ICAI.”
 Yes. We can support the cost.
 - b. College-wide initiative on both the faculty and student side – the committee has come up with ideas, many from Dr. Yovanovich and Jacob McAbee from Student Affairs
 Sounds good. I can't wait to hear more.
 - c. Include language in the locked portion of the syllabus to promote a standard academic policy
 YES! Once we have updated language.
 - d. A sub-committee member has volunteered to facilitate a workshop (college-wide) through the TLC
 Awesome!. Let's share with Gloria Kitchen to get it on the schedule!
 - e. A standard module in Canvas – again, there are ideas related to this from the committee
 Love it! We can get Dr. Jester to help.
 - f. Cornerstone has 5 sessions required to teach it – could a focus on academic integrity be done more universally?
 Good suggestion. Let's include Dr. April Ring and Dr. Page in that discussion.
 - g. The possibility of a required orientation for adjuncts like we have for students – something along the lines of Blooming with Zoom, but focus on this topic to keep adjuncts in the loop regarding college-wide policies
 Good idea. Gloria and the TLC team also run adjunct institutions where this topic can be covered.
- The committee likes the phrase “Dedicate to Graduate with Integrity” as an addition to the current initiative

That could be a good title for a resource page too.

- What happens with a withdrawal? The committee feels there needs to be a consequence regardless of withdrawal

You would need to elaborate here on what you mean by the question. As per the Catalog (see language below) students can withdraw without academic penalty if they do so before the deadline. A "W" grade is not a success, so "Withdrawal" does not allow a student failing for any reason to "succeed." If a student withdraws per our policy, then we need to grant the "W."

That does not mean, however, that a violation of academic integrity cannot still be adjudicated and a consequence enacted. We just need to be clear in the policy about how that would work. I am not generally in support of violating the withdrawal process to change a "W" to an "F." But it would depend on the circumstance and a clear policy. There are other consequences that could be enacted as well.

A student can withdraw without academic penalty from any course in a term by the **Withdrawal** Deadline published in the Official College Calendar. The Official College Calendar provides information on important dates for each semester, such as the last day to withdraw from courses without a penalty. **Withdrawals** do not alter or waive a student's responsibility from paying tuition and other fees (no refunds will be granted).

Requests for Late **Withdrawals** may be granted only through established institutional procedures. Students may request a **Withdrawal** for extenuating circumstances after the published deadline by submitting a "Late Drop/Late **Withdrawal** Form" to the Office of the Registrar. Students who stop attending courses without officially withdrawing and without an approved Late **Withdrawal** form may receive an "F" grade.

Students who officially withdraw from a class or classes any time prior to the **Withdrawal** Deadline listed in the Official College Calendar will receive a grade of "W." Course(s) receiving a grade of "W" are included in attempted courses when determining a standard of academic progress. A

student will be limited to two (2) withdrawals per course. Upon the third (3rd) attempt, the student will not be permitted to withdraw, and will receive a grade for the course.

2. Bill Kelvin - THIS IS NOT TO INTERRUPT YOUR CURRENT FLOW – FOR LATER. I talked to Jacob about whether or not reporting the misconduct to the Dean is mandatory--he said it's not. So, I was wondering if we could articulate commonly held norms.

Old Business

1. “Renewing the Legitimacy of Learning: A Symposium on Academic Integrity” summary
 - a. Notes from attendees at the end of the meeting minutes.
 - b. Book – Martin McClinton will request some copies to the library so students can look at the electronic version
2. Ethics recommendations – I don’t want this to get lost along the way, is it becoming a part of Academic Misconduct?
 - a. Intertwined with Academic Integrity – Karen Maguire and Bill Van Glabek
 - b. Learning opportunities – Bill Van Glabek
3. Academic Misconduct and college-wide standards/policy updates
 - a. Sub-committee meeting updates
 - i. Briefly discussed “Becoming a Learner” by Matthew Saunders – the onus is on the student
 - ii. Melanie Ulrich sent an e-mail with questions to Dr. DeLuca. See 1. under New Business above.
 - iii. Conduct Board – when? Before Dean
 - iv. If the Dean position is not filled, the wording needs to include it would then go to the individual serving in that position at the time
 - v. Sub-committee would like Dr. DeLuca to state the focus for the College as well as show the process or flowchart, once completed
 - vi. Dedicate to Graduate with Integrity Series with Jacob McAbee (Associate Director of Community Standards & Residence Education)
 - a. Pt. I... X Marks the Spot: Reporting Academic Misconduct – January 24th at 11:30am
 - b. Pt. II... The Compass of Conversation: Crucial Conversations Regarding Academic Misconduct – February 21st at 11:30am
 - c. Pt. III... Setting Sails: Maintaining Rapport with Students after Academic Misconduct Violations – March 21st at 11:30am
 - b. Vera Verga – “12 Billion dollars for Chegg” which went along with the discussion of how students are “chegging” to get answers and don’t necessarily think there is anything wrong with it
- b. Committee discussion
 - i. Martin McClinton – separate project to get all syllabus templates to be accessible; start working on language so we can get it approved through the Academic Standards Committee, Faculty Senate and then forward during Spring semester to go with major updates which would be done for Fall

- ii. Teju Vala – wants help from IT to make the links easier to find
 - a. Karen Maguire – Executive Committee asked IT to do it last summer, sent 2 emails to Jason Dudley and did not get a response; Martin McClinton said to direct to Roz Jester to get a better understanding of how to do that
 - b. Martin McClinton – Student of Concern form to look at it again; ask Roz Jester to get it into Canvas so it is easy to find
 - c. Teju Vala – search is terrible; Martin McClinton said to put your search with “at FSW” into Google for a better search output
 - d. Karen Maguire told Vera Verga (from chat – like the Early Alert button is in Canvas gradebook, Student of Concern link here too) that Dr. Tawil from the Executive Committee asked to put the button for Student of Concern next to the Early Alert button in Portal
- iii. Martin McClinton said the Banner update took the Degree Audit away from students, which is necessary; Dr. Gilfert said students are testing the Degree Audit today and will give updates
- iv. Dr. Yovanovich – the process is not clear
 - a. If a student goes through Academic Misconduct, the other side of Academic Grievance is possible
 - b. We want to make sure the catalog language is accurate to clarify the process – not be able to go through the grievance process
 - c. Dr. Gilfert said Academic Grievance is only for rules and policies, not misconduct
- v. Tom Mohundro said that in Comp. 1 and literature courses students use electronic version of Cliff’s notes
 - a. Karen Maguire asked if there is a standardized form or anything for plagiarism
 - b. Academic Misconduct Report form could be submitted
- vi. Bill VanGlabek – talk to Assistant Dean
- vii. **Task:** ask David Logan in Nursing/Health Sciences to clarify the academic misconduct process in that school
- viii. Camille Drake-Brassfield mentioned Spinning – this is a program to rework wording so it doesn’t show up as plagiarized
- ix. Vera Verga – Chegging is a verb
 - a. Chegg and Course Hero are \$12 BILLION industries
 - b. Students pay access to these companies for access to answers to assignments. Could be a monthly fee of about \$9.95 or upload an assignment to view answer to your questions. The companies are saying they are filling the need for student help.
 - c. What we learned is that students don’t think “CHEGGING” is a problem. Getting answers online is like googling but they miss the learning process
- x. Teju Vala – aren’t these behaviors checked in the high schools?
- xi. Melanie Ulrich – some students who would not cheat do so because of competition for program seats based on the fact that other students are cheating to be successful

The next meeting will be held January 2022.

Motion to adjourn was presented by Karen Buonocore and seconded by Vera Verga.

Meeting adjourned at 12:01 pm.

Renewing the Legitimacy of Learning: A Symposium on Academic Integrity

October 21, 2021 to October 22, 2021 Online, 11:00am–5:30 p.m., ET each day

Many campuses are reporting significant spikes in honor code violations, which are often two, three, or even four times as frequent compared to previous semesters. Recent articles in [Forbes](#), the [Washington Post](#), and the [Wall Street Journal](#) have chronicled the rapid acceleration of cheating, the scope of which threatens the integrity of higher education and the value of the college degree. To examine the scope of the challenge and to provide clear guidance for addressing it, the Association of American Colleges and Universities (AAC&U) and the International Center for Academic Integrity (ICAI) are co-hosting "Renewing the Legitimacy of Learning: A Symposium on Academic Integrity." Bringing together the voices and experiences of students, faculty, and administrators, this virtual symposium will explore ideas for teaching faculty, considerations for campus IT leaders, and recommendations for honor system participants. Attendees will come away with a clear understanding of the current challenge to academic integrity as well as practical strategies for addressing it within their own institutional contexts.

Post-Symposium Meeting Notes

- Companies know the target
- Guiding principles or creeds developed by students – SGA, honor council members, activities board – for student input
- Jacob: “I had an idea of some student reps called Academic Success Ambassadors that are on site on the campuses who educated other students on Academic Integrity”
- Cultural issue – see it with politicians, religious leaders, etc. are not strong with their own morals; can just walk it back
- Create a Canvas class for students as remediation – put the link in the letter for students to complete
- Infographic visually as well as a tutorial
- Proactive
 - Students who represented the honor code office – have students take the pledge and give a button to represent they are adhering to the code and shares the information
 - Move the modules earlier in classes after add/drop is done
 - Something in each class
- Professional development – include students
- ALL faculty – this means adjuncts!
- Going to talk about pathway with Dr. DeLuca
- Start from the top down – Dr. DeLuca needs to mention at all of her opening talks
- What are you doing to the value of your degrees?
- Allowable educational resources – this is what is allowed
- Faculty conversations, videos and virtual meeting with students on “Understanding the Code”
- FSW brand – from Provost, push marketing, Jacob and his team
- The rules are in place for everyone’s benefit

- Modified Honor Code – Karen will read about and bring information to the group
- 7 days of information to be able to schedule in the House Bill – student given information and all documentation ahead of time
- Someone be a keynote speaker at PD days
- Certificate for a Canvas course

Individual Attendee Notes

Camille Drake-Brassfield

Day 1

- Academic misconduct waters down the degree; NPS carried stories about cheating; the numbers soared during the pandemic.
- Academic misconduct is no longer private
- There is an accepted culture of cheating and it is socially acceptable
- Websites now provide information through GroupMe.
- There are financial constraints (74% inequalities, 46 % value of liberal arts degree)
- Colleges are not trusted

Website: <https://acu.org/public-opinion-research>

Why are so many students cheating?

- Failure of colleges to adapt to the technology
- It's a good shortcut
- Students feel incapable/under prepared
- Students don't know what academic integrity is
- Low-income students are more prone to cheating (but California is about the elites cheating)
- Pressure from parents

Here are some solutions and tools:

- a) orientation reminders
- b) syllabus and application reminders
- c) the promise of punishment (sometimes inadequate)
- d) adopt strategies from the "Becoming a Learner" by Matthew Saunders for 1st year students
- e) differentiate between rigor and the need to know
- f) examine the inequities in the classroom (who has access to the book, internet etc.)

12:45 pm Session

- Student cheat because they are lazy
- Don't want to work on grammar

- Due to spinning
 - <https://www.careerguide.com/blog/article-spinning-banned-academic-world>
 - Defined: A software called an article spinner is used to reorganize already written material by changing the sentence arrangement, inserting synonyms and using other techniques
- Relevancy of current task to future career

2:30 pm – 3:45 pm Action Research on Academic Integrity

Research done on who cheats and where

- Academic integrity itself as a focus in 30 years old
- We certify knowledge and abilities
- The moral security role is not supported
- Pandemic effect? Research during the pandemic showed high levels of low self-efficacy and high stress level. The cheating is not much more but the detections have grown. Now the research team is measuring the why of cheating and focusing more on minority groups. Focus also on how the external forces change the way we view education. The move to change our practice as educators is slow. How do we achieve pedagogy to teach better and eliminate the need for students to engage in misconduct?
- Perhaps time to ask students about their views on academic misconduct: the motivations
- Contract cheating is illegal (can we punish the provider?)
- Proctoring gets in the way of success
- Equity: some can afford the paper mills and others cannot
- Solutions:
 - Office hours, exemplars
 - There can be no diversity and equity without integrity

Day 2 Summary

- Sanctions usually associated with the student Honor Code
- Modified honor code system based on student perspective
- Faculty Student Resolution Process
- Centralized reporting a must
- Move away from pen book/open notes to “allowable reference material)
- Create position on faculty to deal with faculty
- ICAI can help with an assessment of culture of institution and student academic integrity

Recommendations

- Aural exams

- Fix the broken link and rust between teaching and learning
- Why do we have an all or nothing approach? Is it beneficial?

Karen Maguire



Renewing the Legitimacy of Learning: A Symposium on Academic Integrity

October 21, 2021 to October 22, 2021

Online, 11:00am–5:30 p.m., ET each day

<https://www.aacu.org/events/renewing-legitimacy-learning-symposium-academic-integrity>

<https://www.aacu.org/about/strategicplan>

Academic Integrity Symposium Notes (Karen Maguire)

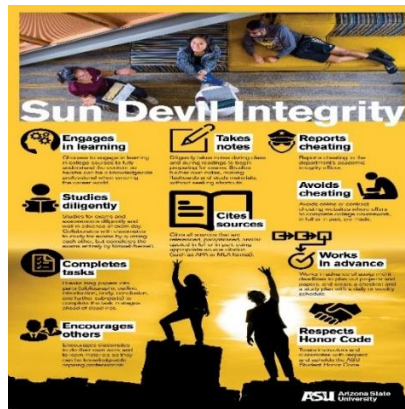
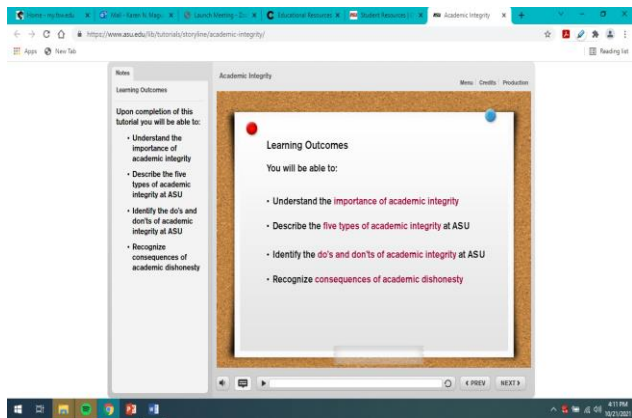
International Center for Academic Integrity (ICAI)

https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

<https://academicintegrity.org/resources/educational-resources>

A Sample Infographic and Tutorial

<https://provost.asu.edu/academic-integrity/resources/students>



ICAI's Top Ten Ways

<https://academicintegrity.org/resources/top-ten-ways>

ICAI Survey & Assessment Guide <https://academicintegrity.org/programs/survey-assessment-guide>

Prepare an Academic Integrity Checklist for Faculty—Encourage Consistency

Get Students Involved—Celebrate Integrity

Interdisciplinary Approach—Use Technology platforms

Academic Integrity as a Teaching & Learning Issue: From Theory to Practice

[Tricia Bertram Gallant](#)

Published online: 20 Apr 2017

<https://www.tandfonline.com/doi/full/10.1080/00405841.2017.1308173?scroll=top&needAccess=true>

Academic Integrity in the Twenty-First Century: A Teaching and Learning Imperative. ASHE Higher Education Report, Volume 33, Number 5

Gallant, Tricia Bertram, Ed.

ASHE Higher Education Report, v33 n5 p1-143 2008

<https://eric.ed.gov/?id=EJ791635>

Cheating Academic Integrity: Lessons from 30 Years of Research

[Tricia Bertram Gallant](#), [David Rettinger](#)

ISBN: 978-1-119-86817-0 April 2022 Jossey-Bass 312 Pages

<https://www.wiley.com/learn/jossey-bass/>

Feb 2022 Issue

<https://www.naspa.org/journals/journal-of-college-and-character>

Journal of College and Character is a professional journal that examines how colleges and universities influence the moral and civic learning and behavior of students. Published quarterly, the journal features scholarly articles and applied research on issues related to ethics, values, and character development in a higher education setting.

Administration must start it/emphasize it **TOP DOWN!**

In the Syllabus is **not** enough

Recommended *Becoming a Learner* book (now 2nd Edition) by Matthew Sanders

https://www.amazon.com/Becoming-Learner-Realizing-Opportunity-Education/dp/1533904065/ref=sr_1_3?crid=3OUU8TO063QZB&keywords=becoming+a+learner&qid=1636050002&qsid=139-8122439-2328312&s=books&sprefix=Becoming+a+Learner%2Caps%2C181&sr=1-3&sres=1533904065%2C1467536342%2CB087LBP2RK%2C1533908559%2C1506391087%2C1948212137%2C1401958230%2C0495913510%2C0143127748%2CB08MSQ3V85%2C0998863289%2C0134277554%2C0648184412%2C162531096X%2CB085KS1PBV%2C1671213920&srpt=ABIS BOOK

Talks about the purpose of college. Not to just go to college and it's important in order to get a good job. The greater focus, purpose, meaning of education as a broadly educated person. Students to see themselves as learners.

Don McCabe—father of Academic Integrity initiative (1944-2016)

<http://www.princetoncommonground.org/don-mccabe/>

<https://www.aacu.org/publications-research/periodicals/it-takes-village-academic-dishonesty-and-educational-opportunity>

Academic Integrity is **not** part of a college's accreditation (!!!)

The “contract cheating” business—multi, multi mill \$\$ business—they say they're providing homework help but it turns out to be technology facilitated misconduct

Colleges aren't leveraging our significant force against these companies, but we also aren't meeting students' needs

What do we provide in Homework Help vs. Professor Office Hours??? Time and Place differences between students and professors

It's a “remix culture”

The world is open book—we have all info at our fingertips

Are multiple choice tests good teaching? Is memorizing facts good teaching?

Why are we asking memorizing questions you can Google? vs. more authentic assessments

Are we producing better individuals?

Are we protecting the value of the degrees?

Course redesign?

Dr. James Orr, University of Memphis <https://www.memphis.edu/enrollment/>

Dr. Orr also serves on the Board of Directors for the International Center for Academic Integrity. He is recognized for his professional experience in overseeing the implementation of educational programs designed to promote a culture of honesty, integrity, and student success.

Traditional Honor Code vs. Modified Honor Code??

What does “Open Book, Open Notes” mean? Should it be “Allowable Educational Resources”

Start with everything closed and then list what is allowed

Not everything is open and this is what you can't do

ICAI is willing to consult with colleges

Has resources for faculty to use, such as short videos, academic success module

Can schedule a presentation

Have faculty teaching faculty

Use real life examples

Conduct the Survey at the college

Appoint students to the Honor Council

Added:

At the Sub-Committee Meeting Nov 5, the ICAI Survey was mentioned. I said I would look into it.

<https://academicintegrity.org/programs/survey-assessment-guide>

ICAI has created **The Academic Integrity Assessment Guide** to provide colleges, universities, and secondary schools tools to assess the climate of academic integrity on their campuses. Although modeled on the larger McCabe-ICAI Institutional Survey of Academic Integrity, it does not provide comparative data to this tested instrument. Rather, it allows organizations to prepare for the McCabe survey or to monitor their progress in years when the McCabe survey is not administered.

The Academic Integrity Assessment Guide is only available as an electronic PDF file. Purchasing the Guide gives you permission to duplicate its contents up to 19 times for a total of 20 copies to be distributed to your academic integrity committee.

The Assessment Guide is free to institutional members, and **\$500** for individuals and non-members.

FSW is not listed as an institutional member.

- **McCabe-ICAI Academic Integrity Survey - How it Works**

<https://academicintegrity.org/programs/mccabe-icai-academic-integrity-survey>

The 2020 ICAI-McCabe Student Survey of Academic Integrity

How it works

- Institutions are recruited through social media, word of mouth, etc.
- Approval on each campus from all relevant stakeholders
 - Institutional Research Office
 - Academic Leadership
- Approval requires a commitment to providing:
 - A means of distributing the survey to all students or a sample of over 5k. ICAI will provide a link to the survey, which we host. Institutions will distribute the survey through email or other electronic means.
 - IRB approval – exempt study
 - Willingness of leadership to communicate with students about the survey, including sending the invitation and timely reminders
 - A small budget for incentives to participate (under \$1000)
ICAI membership (\$650-\$900 depending on size of student body; exceptions can be made given current budget situation)
- ICAI provides
 - IRB materials
 - Participant recruiting materials
 - Link to survey
 - Schedule of communication
 - Follow up email templates
 - Final report
- Timing: The survey will be available in **early 2021** for institutional use. Each institution may determine when the survey is administered to their students and for how long. The survey will be available throughout the year.
- Final reporting

- Executive summary, including benchmarks
- Detailed report of all major variables, including benchmarks
- Raw institutional data available on request
- Demographic data will be reported separately from other survey data so as to assure complete anonymity for participants in small demographic groups
- Data sharing
 - Data collection is anonymous, so no one can connect responses to individual identifiers.
 - Institutional affiliation is confidential, meaning that no institution's data will be reported in a way that identifies that institution, except to the IR team (or designee) at that institution.
 - Aggregate data will be reported publicly, broken down by Carnegie classifications.

Jacob McAbee (summarized notes)

When I was attending I was looking for ideas for my role and my office and wrote down the following items:

1. Institution of a student led group calling students to action to sign a pledge to uphold academic integrity
2. Creating a team of representatives, perhaps even the students to go to the Cornerstone classes and provide information rather than the lecture format. Instructors would reach out to Associate Director of Community Standards to schedule the special guest speaker
3. Hold a workshop series for faculty to encourage intentional conversations when an act of academic dishonesty is discovered and have trainings on what this can look like
4. Introduce my role to the campus community and let them know what I do and how I can support
5. Have some passive initiatives dedicated to "Is it cheating?" with new technology forms of cheating that has been introduced recently in higher-ed
6. Have students sign the Academic Integrity Policy each semester as part of class enrollment?
7. Create some case studies/ activities that can be utilized in Cornerstone and Composition courses that can be discussed with students

Melanie Ulrich (summarized notes)

Day 1

- Student perceptions
 - No longer performed privately and in secret
 - Online services make it easier than before
 - Has become increasingly socially accepted
 - Using sites to share test answers and distributed in real time to the entire class through tools like GroupMe (????? Look this up!) – example: if a hard test

questions shared with entire class so students might consider cheating because of competition

- Might poor teaching play a role? Many of my peers are resistant to the idea that teaching is an art/craft, that they can/need to improve, or to embrace even current, much less emerging pedagogy. Students see that as being dismissive and uncaring, and they act similarly in return.
 - **Becoming a Learner by Matthew Saunders**
 - **Claiming an Education by Adrian Rich in the 70s** – difference between receiving an education and claiming an education; both the teacher and student should take the education seriously
- What beneficial professor or institutional practices have you encountered regarding cheating?
 - Have a lot of course instructors available to meet with to talk to one on one instead of mass student meetings – encourages the student to focus more on the material instead of cheating
 - Clear is kind, unclear is unkind – professor said she knew they were cheating on Chegg and said it wasn't good for her because it was a waste of time and the students weren't learning; do it again, I will turn you in
 - Share a personal story and one professor was able to share that it can follow you in your future
 - A simple statement for difficult classes such as “don't lose your integrity over this class” – your misconduct will escalate over the years in your educational experience
 - Lots of resources available to help understand academic honesty
 - **Some kind of pop-up window before submission – reminds the student of the college policy**
 - Maybe faculty can spend more time explaining why an assessment is important and why the standards are there
- **Final note: maybe include guiding principles or creeds on the syllabus or in the classroom developed by the students**

Day 2

- **<https://academicintegrity.org> is a great resource**
- **Some stats here <https://academicintegrity.org/resources/facts-and-statistics> Note that “fraud” (Getting someone else to do your academic work (e.g. essay, exam, assignment) and submitting it as your own) is a smaller number**
- **Maybe consider a professional development session on academic integrity, but include students on the panel to give their perspective**
- **Thought: University of Arkansas has a reporting requirement and each offense accrues points along with a sanction in the class. Those points help track repeat offenders. Look at their policy**
- **Thought: we have the Dean as the final endpoint, many schools have a panel of faculty and students who review the appeal**
- **Note: Can we use the Student Services side as a support system for faculty? They are here to help us?**
- **Need to include in New Faculty Seminar**
- How do you make this not a taboo subject to talk about?

- Reporting shows the faculty trusts the system and also that the system is fairly efficient in reviewing cases of academic misconduct
- Academic misconduct is addressed appropriately and the students and faculty need to know that
- Transparency with the numbers is important to maintain the high level of support from the faculty side, too
- What would be your top 3 must haves or must be included when revising a policy?
 - Policy is that nothing is allowed across the college and then faculty can state what is allowed for assessments instead, so it sounds more positive
 - Academic Affairs and Student Affairs need to have a strong connection
 - a policy is needed; ICAI can help member-institutions with reviews and suggestions
- What works or has been effective?
 - Faculty discussing with the students why they value academic integrity and they will hold the students accountable – have the conversation repeatedly
 - Videos for professors to use in classrooms at the beginning and during the semester to remind the students throughout their learning with you
 - Virtual meeting with students on “Understanding the Code” – talk about the student honor code, expectations, etc. – presentations in the classroom from the academic integrity office as a tool for faculty; at a minimum, a syllabus statement
- How do we encourage culture related to academic integrity?
 - Make it clear the college has a major focus on integrity
- Fundamental values of academic integrity – <https://academicintegrity.org/resources/fundamental-values>
- Academic integrity Solution Framework:
 - Behavioral
 - Values
 - Detection
 - Support
- Key lessons
 - Academic integrity does not make it into the top 10 issues in higher education, so who owns it? We all do
 - Academic integrity is not someone else’s job, we all need to address it. Just because a student comes into your class, you can’t assume they already know what it means or how to behave properly
 - Remember students know how to cheat so talking about it does not give them ideas. Addressing it and the negatives may help the students learn something and make better decisions
 - Cheating harms the student because it decreases their marketability – they need to be able to do things in their discipline and beyond
 - Students need support 24/7 because of how our world works today, so we need to rethink how we leverage technology and collective support services to meet the need if the current market isn’t the way we want it
 - Don’t treat fixes as an asynchronous technology burden – we need to find ways to connect with the students even online

- There are statements that this is just about policing students – it is a larger issue than just that and it goes beyond the institution; it is based on moral basis of honesty, trust, fairness, responsibility, respect and courage
- Responsibility to help the students learn integrity not just in the classroom, but broader as to why it matters in the future
- The more likely the assessment will be seen as meaningful is something that they can carry into the workplace that looks like what they will see there
- Talk to the student asking how they got to that point and maybe it will show strict cheating, but they might need some help due to gaps in learning – don't just immediately treat as a criminal
- Attitude shift is needed
- Call to action
 - Search your institutions name on the cheating websites and you will see how many of your summative, authentic assessment are there
 - Bring appropriate people into the conversation – administration, individuals from the TLC, faculty, etc.
 - Keep the faculty and student relationship strong
- Reasons for hope
 - It can improve as long as the lines of communication are maintained
 - People in higher education have a predisposition to look at the problem, analyze the problem and act to make appropriate change
 - Students can make you hopeful – the new college majority population (underprivileged) will be the next generation in dominating higher ed and they see the link between security in their life with housing, food, etc. – biggest transformational part of their life
 - Listen to your students because they can provide the information you need to make a change in your classroom – meet them where they are
 - People are learning to communicate better and more openly
- Final take-aways
 - Communicate in course and beyond
 - Evaluate what is going on at a department level or beyond
 - Don't step into the sky is falling mentality, but use it to have a broader dialogue
 - Seek out others on your campus who are wrestling with this issue, too
- Participant comments:
 - Non-traditional students do not understand why young students copy!!!
 - Research that my colleagues and I have published bear this out. Working adults are intensely bonded to authentic learning b/c that's the pathway to transformation in their lives and lives of their families and communities.
 - After you search, what do you do about all of that in the short term? Redesign of assessments, etc. is time consuming
- Assignment redesign will help but only up to a point since as soon as you circulate a new assessment it will likely be posted online. I'd suggest engaging these issues directly with students to talk about it what's going on, the stakes of going down the road of cheating, and bringing students into the permission structure to acknowledge the threats and risks and create a community of learning that can counter the pull of commercialized corruption online.

Vera Verga (summarized notes)

1. FSW is already on the right path to get the process of academic misconduct in place and streamlined for implementation. (Felt we were already in a better place than others)
2. Streamlining process so that it is easy to understand by everyone is so important. (Students, Faculty and Administrators). (Our flowchart process will be very helpful)
3. Important to hear from students about academic misconduct, (Students in symposium were good students) will help with better understanding from student's point of view. Need students to advocate for each other and improve the culture of Integrity. It's a win for everyone
4. Communication is everything. We need to have a better process of support for faculty when they report a student and need to have a conversation with the student. (Conversations with dishonest students should not feel threatening to Faculty. Need to find a solution to this.)
5. Integrity is part of our mission so we need to have it part of every course, embedded in every syllabus. Training needs to be provided for all faculty including Adjunct faculty at start of every semester.
6. Need consequences for students to learn from incidents, (possible remedial course that must be completed developed by TLC in canvas)
7. Other ideas
 - a. Professional development at start of new academic year with a speaker from the International Institute of Academic Integrity.
 - b. Develop a faculty wide course that we all must take (equivalent to Blooming with zoom)
 - c. Adopt a book for OBOC that discusses integrity
 - d. Modified Honor code (be specific about what that means: James Orr U. Memphis Academic affairs)
 - e. Concept of "allowable resources" instead of open book policy
 - f. How do we create alternative assessments that don't compromise academic integrity and improve learning, but must be fair to all students? Open book vs a Proctorio test not a fair comparison.
 - g. Move away from a culture of suspicion to celebration of learners. Becoming a learner Matthew Saunders.