

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

**Academic Standards Committee Meeting**

**All Campuses via Zoom**

**February 18, 2022**

**11 am – 12 pm**

- Meeting called to order at 11:02 am by Melanie Ulrich.
- Approve meeting minutes from 01/21/2022 – moved to approve by Teju Vala, seconded by Les Sutter.

**Discussion Items**

**Old Business**

1. Reminders: TLC Brunch & Learn – Dedicate to Graduate with Integrity
  - a. Dates are changing so the information presented is more inclusive of the process/content

- i. Part 2: Crucial Conversation – 3/21/2022
    - ii. Part 3: Follow-up Interaction – 4/25/2022
  - b. Jacob McAbee is also willing to present to Department meetings, Professional Development days, etc.
- 2. Jacob McAbee informed the committee that the following are planned for the fall:
  - a. Conflict coaching consultations with students
  - b. Faculty awareness that this is in the planning stages
- 3. Student training regarding academic misconduct – Karen Maguire
  - a. Proactive vs. reactive options – PowerPoint presentation can be seen at the end of the minutes
    - i. Vera Verga mentioned Dedicate to Graduate with Integrity – Marius Coman agrees and would like to see that on the website
    - ii. Teju Vala – likes the idea about seeing the module from the University of Florida; somehow, we can reach out to someone to have a glimpse of the contents of that module
  - b. Cost concerns regarding the student training for academic integrity violations – falls on Student Affairs either by internal funding or a grant (possibility)
  - c. Bill VanGlabek – What is the ongoing follow-up with these courses/modules? Melanie Ulrich responded that we could make recommendations as a committee to keep the conversation going and have some uniformity in many classes as the student goes through their educational experience
  - d. Related ethics information from Bill VanGlabek – In my sections of ACG 2071 students must complete an ethics exercise at the start of the course. With the attached scenarios (see below) there are a significant number of students that believe that these actions are ethical. These scenarios are Ernst & Young educational resources:
    - 5. Some of your classmates tell you of a website that has images of exams and quizzes posted by previous students for the class you are taking. You regularly visit the website to help you complete your assignments and prepare for exams.
    - 7. You ask a classmate who always does her homework in advance if you can see what she submitted before you submit your homework.
  - e. Jacob McAbee attended an ASCA (Association for Student Conduct Administration) meeting on academic integrity
    - i. There is a curriculum and lesson plan that could be added to Cornerstone
    - ii. Jacob is happy to be brought in to address this issue
    - iii. University of Minnesota Duluth has a good process
- 4. Academic Misconduct and college-wide standards/policy updates
  - a. Clarification on sanctions
    - i. Sanctions are penalties placed on the student that fall outside the scope of the class
    - ii. If a grade change is put in place, a paper is re-written, anything within the realm of the class – that is not a sanction
    - iii. Examples of sanctions: student tutorials, asking them to go to the writing center (for example), workshops, etc.

- iv. Avoid any legal wording, so instead of Informal Hearing (as now shown in the flowchart), it would be better to call that an Informal Conference
- b. It was suggested a form be created for the students to work through a standardized appeal process
  - i. This can cover grade and class related penalties/policies, which are not sanctions
  - ii. Jacob McAbee is happy to work on a form so it can be put into Maxient for tracking purposes
  - iii. This is not a violation of any legal process
- c. Sub-committee updates with flowchart (see end of minutes)
  - i. Flowchart shared – process map
  - ii. Will work on syllabus wording next
- d. Committee discussion
  - i. Marius Coman – I would say instead of faculty can request whether it is a first report, faculty will be informed whether it is...
    - a. Karen Maguire – Faculty have to ask.
    - b. Melanie Ulrich – it is actually part of the report and for accuracy the faculty can ask (phone call or e-mail) to get an answer if it is a first offense or not for the college. The Office of Community Standards will not know a report is being submitted before it is submitted. As Martin McClinton said, it is also important for the faculty to know in their decision process.
  - ii. Bill Kelvin – in the situation where the Administration overrules faculty and orders them to re-grade the assignment, I am not sure you could trust the faculty member to objectively re-assess the piece at that point. They could overlook the perceived dishonesty issue, but could all parties trust the new grade to be objective?
    - a. The faculty would not have to re-assess the assignment; it could be someone else does.
    - b. The Provost might say change the grade because I do not agree this represents academic dishonesty.
      - i. In that ultra-rare circumstance, does the Provost assess the assignment?
      - ii. Martin McClinton said that the Conduct Board/Provost might suggest someone else re-evaluate the assignment. I would change the wording “Faculty updates the grade” to provide more nuance.
    - c. My concern with the flow chart is the final step in the upper-right-hand corner – the Administration (Conduct Board/Provost) has overruled the instructor and suggested the submission be evaluated without any consideration of potential academic integrity violations. I wonder if we can trust faculty members to objectively re-assess the submission in that situation.

- iii. Bill VanGlabek – can a student work it to pit the conduct board and appeal board against each other? Martin McClinton believes that could be resolved quickly.
- iv. Teju Vala – can we have the flowchart to review for a couple of days

The next meeting will be held April 15, 2022 at 11:00 am.

Motion to adjourn was presented by Les Sutter and seconded by Qin Liu.

Meeting adjourned at 12:01 pm.

PowerPoint presented by Karen Maguire:



## Free Course: Academic Integrity for Distance Learning

<https://integrityseminar.org/academic-integrity-and-distance-learning/>

The IS Pocket Guide—suited for inclusion in class syllabi—consists of a creative short video; related instructional content; and two short quizzes to confirm student comprehension.

- (1) A six minute video: *What does Academic Integrity Mean?*

This video is designed to help students:

[a] Define academic integrity and academic dishonesty (students are also referred to specific definitions on their campuses)

[b] Understand the importance of properly cited work

[c] Understand the importance of academic integrity to the larger society

[d] Identify the likely consequences of academic dishonesty

- [2] Video Summary and concluding observation:

> Academic integrity: *enhances our capacity to think, learn from mistakes, expand knowledge, and cooperate fairly with others.*

> Academic dishonesty: *promotes ignorance, selfishness, distrust, and deception.*

>The individual choices we make in this regard will be long remembered: *those choices will help define our enduring self image.*

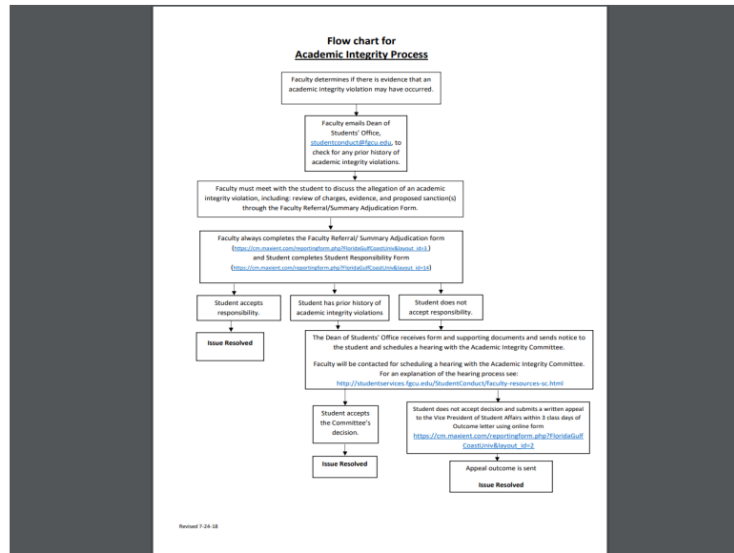
## FGCU

- <https://www.fgcu.edu/generalcounsel/regulations/approved/regulation4.002.pdf>

- Article A – Introduction, Definitions and Terms Page 1
- Article B – Standards of Conduct Page 6
- Article C – Interim Actions Page 16
- Article D – Procedures for Adjudication Page 18
- Article E – Sanctioning Page 37
- Article F – Procedures for Appeal Page 42
- Article G – Special Provisions and Procedures for Review Page 44

# FGCU

- [https://www.fgcu.edu/studentlife/studentconduct/files/Academic\\_Integrity\\_Flowchart\\_2019.pdf](https://www.fgcu.edu/studentlife/studentconduct/files/Academic_Integrity_Flowchart_2019.pdf)



2019. Not updated yet per 2021 FL law.

# UF

## • Academic Integrity Module

<https://sccr.dso.ufl.edu/quick-links/academic-integrity/>

During this module, you will have the opportunity to read through several scenarios that you may encounter in the classroom or around campus. After reading each scenario, you will have to make a decision about your next step. The decision you make will lead you to one of several outcomes. After each outcome, we will explain the potential academic integrity violations. There will be a short quiz at the end of this module, so be sure to read carefully.

## Honor Pledge

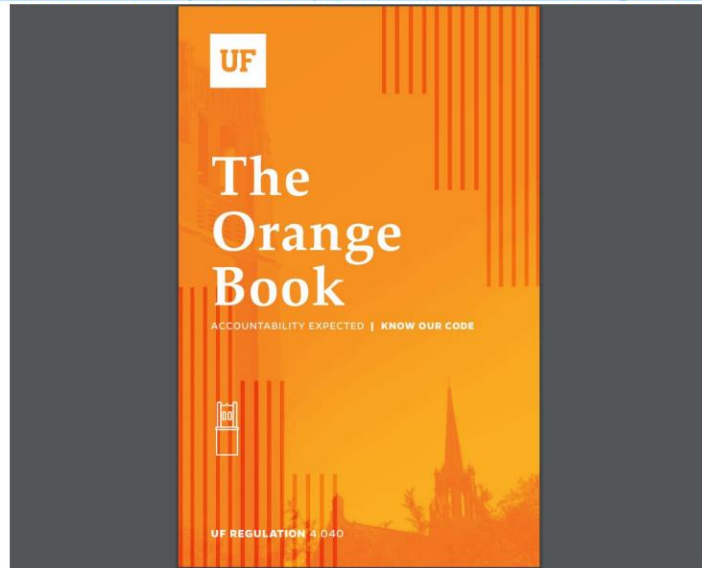
<https://teach.ufl.edu/resource-library/academic-integrity-at-uf/>

Every University of Florida student is subject to the following Honor Pledge:

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

UF

- <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2020/12/Orange-Book-Web-Version-2020.pdf>



James Lang, author of *Cheating Lessons: Learning from academic dishonesty* (2013)

. . . what reduces cheating on an honor code campus is not the code itself, but *the dialogue about academic honesty that the code inspires*. In other words, codes provide multiple opportunities for an institution to speak to students about academic honesty and multiple ways to engage them in that dialogue.

## Academic Integrity | Undergraduate Essentials



### Why Academic Integrity?

Creating work without integrity can lead UCSD to falsely certify accomplishments. Our UCSD degrees would lose value, and you would waste your time and talent! Academic Integrity means having the courage to uphold honesty, fairness, responsibility, respect, and trust.  
- International Center for Academic Integrity

### How to #ExcelWithIntegrity

While your course load will be more difficult than it's been in the past, you can excel at UCSD!

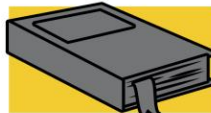
- Complete work **honestly** to reflect your knowledge and abilities
- **Respectfully** decline peers who ask to see your work
- Tell the **truth** when you miss class or an exam
- Have the **courage** to accept a lower grade
- **Respect** yourself by not helping others cheat
- Be **responsible** for completing your own work
- **Act fairly** and according to standards and expectations
- **Trust** that rules and guidelines exist to create an ethical environment for all



### Educate Yourself

Developing the strength and skills to maintain integrity in the face of stress, pressure, and temptation takes time and practice.

For more information about integrity at UCSD, resources, tips, and ways to get involved, visit our website:  
[academicintegrity.ucsd.edu](https://academicintegrity.ucsd.edu)



### Consequences of Cheating

*The risk is not worth it!*

The UCSD community does not tolerate actions that violate academic integrity (AKA cheating). Even "minor" violations, like clicking in for someone or copying homework, will result in a disciplinary record that can be checked by graduate schools and employers. In addition to potentially receiving an F on the assignment or course, you can also be suspended or dismissed for academic dishonesty.



Academic Integrity Office  
UC San Diego  
303 University Center, Room 115  
aio@ucsd.edu

<https://academicintegrity.ucsd.edu/excel-integrity/Resources%20.html#Undergraduate-Essentials-for-Ac>

## 4 Ways to Tell the Right from Wrong

### Ask yourself these ethical questions before making a decision



#### What's your gut feeling telling you?

this test enables you to check in with your conscience or the feeling in your gut. sometimes the rules or standards are not as clear, but our body can tell us the right answer.

#### What if the professor was behind you?

If your professor was behind you watching you complete your assignment, would they approve? If you don't know what they would say, it's a great idea to ask them!



#### What if your role model saw you?

If your role model or parent was aware of what you are doing, what would they say? Would they be proud or disappointed?

#### What are the rules or standards?

Rules and standards are not always clear, but if you're ever in doubt, ask your professor or TA. Be sure to read the syllabus carefully!



**If the answer to any of these questions is "NO", then it might be an unethical choice and you should reconsider engaging in it.**

## Excel with Integrity Recipe

# Excel With Integrity

### Recipe for a Productive Quarter

**Prep Time:** 11 weeks

**Makes:** Productive College Students

#### TIP

Aim for 8 hours of sleep! Your brain and body need it.

#### Ingredients

Integrity  
Core Values  
Stress Management  
Time Management  
Self-Care  
Motivation  
Determination



#### Instructions

1. Manage your stress
  - a. Stay positive
  - b. Eat and stay hydrated
  - c. Breathe
2. Prep your time wisely
  - a. Start early
3. Look back at your core values.
  - a. Feeling overwhelmed? Think about what's important to you.
  - b. Remember to act with integrity!

#### Notes

"No student shall engage in an activity that involves attempting to receive a grade by means other than honest effort."

From UC San Diego's Policy on Integrity of Scholarship



<https://academicintegrity.ucsd.edu/process/consequences/sanctioning-guidelines.html#Criteria-#2:-Type-of-Violations>

### Administrative Sanctioning Guidelines

*Effective September 20th, 2021*

The intent of the Administrative Sanctioning Guidelines (“Guidelines”) is to create a structured and consistent approach driven by an educational agenda. The point system emphasizes desired behaviors while also creating a system in which decision-making is transparent. This provides students and faculty an indication of likely sanctions to occur, while still allowing for professional judgment by our professional administrators. Our hope is that this clarity might guide process and policy discussions with students and help faculty understand expected outcomes of the process.

The Guidelines separate out Academic Integrity (AI) Training as educational opportunities rather than as disciplinary actions. All students who violate academic integrity standards will be required to complete AI Training. Disciplinary actions (i.e., warning, probation, suspensions and dismissal) will be imposed based on point value and professional judgement of professional staff. The point value system stems from objective criteria, rather than subjective considerations like intent. These objective criteria can then become the basis for extending preventative education to students, using the guidelines as a framework.

The purpose of this focus is not only to provide an objective baseline for determining disciplinary actions, but also to provide a basis for counseling students on the importance of academic integrity and the increasing seriousness of violating integrity as they progress in their academic and professional careers.

(NOTE: in response to an academic integrity violation, an Academic Sanction can also be imposed by the faculty. These guidelines do not apply to Academic Sanctions. [For faculty-to-faculty advice on assigning academic sanctions, click here](#))

First: [Determine the point value of an Academic Integrity Violation based on the following 3 criteria:](#)

[Criteria #1: Violation History](#)

[Criteria #2: Type of Violations](#)

[Criteria #3: Time at UC San Diego](#)

<https://academicintegrity.ucsd.edu/process/policy.html>

#### Step #1 Complete Your Universal Pre-Requisites

All students are assigned to one or more of the four AI Training requirements (i.e., Academic Integrity Seminar, Collaborating with Integrity Workshop, Strategies & Tools to Prevent Plagiarism Workshop, &/or How to Paraphrase Effectively (Writing with Sources) Workshop). Before you can enroll in your AI Training requirement(s), **you must complete the following 3 pre-requisites within 10 business days from the date on your sanction letter:**

[Pre-Requisite #1: Complete the Pre-AI Training Assessment](#)

[Pre-Requisite #2: Write your Telling Your Story \(TYS\) Assignment](#)

[Pre-Requisite #3: Schedule & Attend 1:1 Peer Meeting](#)

UCSD

#### Step #2: Complete Your AI Training

Once you've completed your Universal Pre-Requisites, you must complete whichever AI Training requirements were assigned to you (in your sanction letter). Find the module(s) for each of your requirements on [Canvas](#). Information and enrollment links can be found within each module:

[AI Seminar](#)

[Collaborating with Integrity Workshop](#)

[Strategies & Tools to Prevent Plagiarism Workshop](#)

[How to Paraphrase Effectively \(Writing with Sources\) Workshop](#)

#### Step #3: Complete Your Post-AI Training Assessment

After you have completed all of your required AI Training, you must complete a Post-AI Training assessment. The link to complete the assessment can be found on [Canvas](#) under the Post-AI Training Assessment Module. Your AI Training will not be marked as complete until the Post-AI Training Assessment is complete.

**Note:** This assessment **MUST** be completed **AFTER** you have submitted all required assignments and attended all required meetings assigned to you for your AI Training. So, if you are assigned to multiple AI Training opportunities (e.g., AI Seminar & Collaboration Workshop), wait until you have completed everything before doing the Post-AI Training Assessment.

# Integrity Mentorship Program

The Integrity Mentorship Program (IMP) pairs students with Integrity Mentors so together they can explore strategies and techniques for achieving academic success with integrity.

## Structure

The IMP occurs over a period of 5 weeks. The student (mentee) is matched with an Integrity Mentor (mentor). The mentor and mentee will meet 5 times (approx. every week) according to a prescribed lesson plan. The mentee will have tasks to do in between each meeting, as well as check-in tasks during the non-meeting weeks.

<https://academicintegrity.ucsd.edu/excel-integrity/Integrity%20Mentorship%20Program.html>



## What is the Academic Integrity Module (AIM)?

The Academic Integrity Module ([AIM](#)) is a **mandatory Moodle** activity designed to educate students on academic integrity at UNE - what it is, how to demonstrate academic integrity in the preparation and completion of university work, what constitutes plagiarism, and how to incorporate ideas into assessments without committing plagiarism. AIM consists of five separate modules with a quiz following each module. Students must complete all five modules in order to receive a digital badge and gain access to their assessment tasks.

Students should also be aware of the underlying [rules](#) and [procedures](#) regarding academic integrity at UNE.

### Important Information

As per the [Student Coursework Academic Misconduct Rule](#), <https://policies.une.edu.au/view.current.php?id=00257> the AIM **must** be completed by all students.

Until the AIM has been successfully completed, you will not be able to submit assessment items for your units. It is your responsibility to be aware of this mandatory requirement and to complete the AIM well before your first assessment pieces are due.

Completion of all five modules of the AIM will be awarded with a digital badge on the student's online profile. The AIM will remain accessible to all students for the duration of their enrolment to allow for continued access to this important information.

<https://www.une.edu.au/library/students/referencing-and-plagiarism/academic-integrity-module-ai>

## Information about the Tertiary Literacy Assessment (TLA)

### What is the Tertiary Literacy Assessment (TLA)?

The Tertiary Literacy Assessment (TLA) is a self-assessment tool consisting of a series of online quizzes.

The TLA will determine personal strengths and areas that need further development in the key areas of:

- Academic Writing;
- Information literacy;
- Computer literacy; and
- Mathematics.

The feedback you receive from the TLA will direct you to specific areas of the [Academic Skills](#) pages and to other resources aimed at helping you improve your study skills. Understanding the areas that need further development allows you to focus on specific tasks designed to build your skills, and to improve your repertoire as a student.

<https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/academic-integrity-copyright.html>

- Academic integrity course
- What is the Academic Integrity course?
- The University of Auckland requires all commencing students to complete the Academic Integrity Course in your first semester.
- What is the Academic Integrity Course?
- The Academic Integrity course is an online course designed to increase your knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct.
- You are required to work through a series of 5 modules outlining scenarios that you may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour. You have unlimited attempts but must achieve 100% in each of the module tests in Canvas.
- Failure to complete the course will result in a Did Not Complete (DNC) recorded on your academic record and automatic re-enrolment in the course. A DNC will be recorded on your transcript for each semester/quarter you fail to complete the course. Completion of the course is a requirement in order for any degree, diploma or certificate (excluding Certificate of Proficiency) to be conferred or awarded.
- <https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/online-exams/preparing-for-your-exam/academic-integrity-online-assessment.html>

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

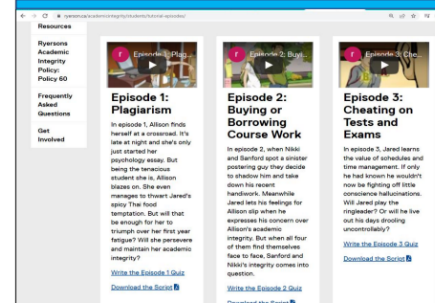
Student academic integrity tutorials examples:

- [University of Maryland Global Campus](#) (U.S.)
- [Simon Fraser University](#) (Canada)
- [Plagiarism Tutorial](#) Duke University (U.S.)
- [Academic Integrity Tutorial](#) Georgetown University (U.S.)
- [McGill University](#) (Canada)
- [Introductory Academic Integrity Quiz](#) Suny Empire State college (U.S.)
- [Academic Integrity Quiz](#) University of Auckland (New Zealand)
- [Overview of Academic Integrity](#) video University of Sunshine Coast (USC) (Australia)
- [Academic Integrity & Student Conduct Tutorial](#) University of Manitoba (Canada)
- [Academic integrity toolkit](#) (Australian Government) <https://www.teqsa.gov.au/toolkit>

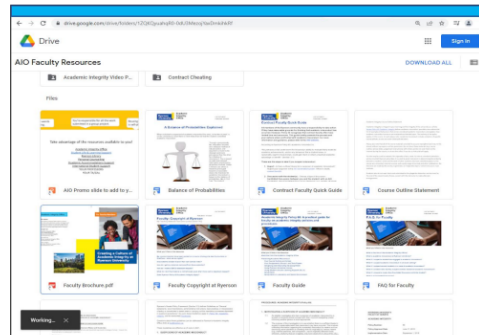
Citing: When and Why

<https://www.youtube.com/watch?v=B9tmVfRTSw8&t=36s>

<https://www.ryerson.ca/academicintegrity/students/tutorial-episodes/>



<https://drive.google.com/drive/folders/1ZQKQuahqR0-0dU3MezoyYaxDmkhRf>



<https://academicintegrity.ucsd.edu/events/Integrity%20Awareness%20Week.html>

Post this Video to your Class or Social Media Site!

Excel with Integrity at UC San Diego (2021)

I prioritize my responsibilities to excel with integrity.

\*\*\*\*\*

Use a Virtual Background

\*\*\*\*\*

Book a Virtual Integrity Presentation

If you would like us to give a virtual presentation or talk to your class, your staff, or your faculty, [just fill out this form](#)

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



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

The Association of American Colleges and Universities (AAC&U) and the International Center for Academic Integrity (ICAI) co-hosted the virtual symposium Oct 21&22, 2021.

Flowchart put together by Martin McClinton and modified by the Academic Misconduct Sub-Committee:

