

**POLICY,
PRACTICE, AND
PROCEDURES**

**ACADEMIC INTEGRITY CONVENING
MARCH 26, 2019**

INTRODUCTION

- Introduction of Presenters
 - **Elizabeth Brunn**, M.S. Ed., JD
 - Management Studies Program Chair, Dept. of Business and Professional Programs, School of Undergraduate Studies, University of Maryland University College
 - **James Bond**, J.D.
 - Assistant Director, Office of Student Conduct, University of Maryland College Park
- Introduction of Topic
 - This session will be used to share some best practices on how to begin the actions needed to strategically define, assess and implement policies, practices and procedures that will create an institutional environment of academic honesty.

AGENDA

- Introductions
- Learning Objectives
- Stakeholder List Creation
- Integrity Philosophy Discussion
- Activity
- Example
- Review Recommendations



IN 50 MINUTES...



- Participants will develop a list of stakeholders who can help in the transition from a “punitive” to “integrity” approach to academic integrity issues at their institution
- Participants will be able to define the academic philosophy and culture that would work best for their institution
- Participants will be able to determine specific strategies for creating/enhancing policies and procedures for academic misconduct cases that best fit their institutional philosophy and culture

RAISE THE STAKES!!

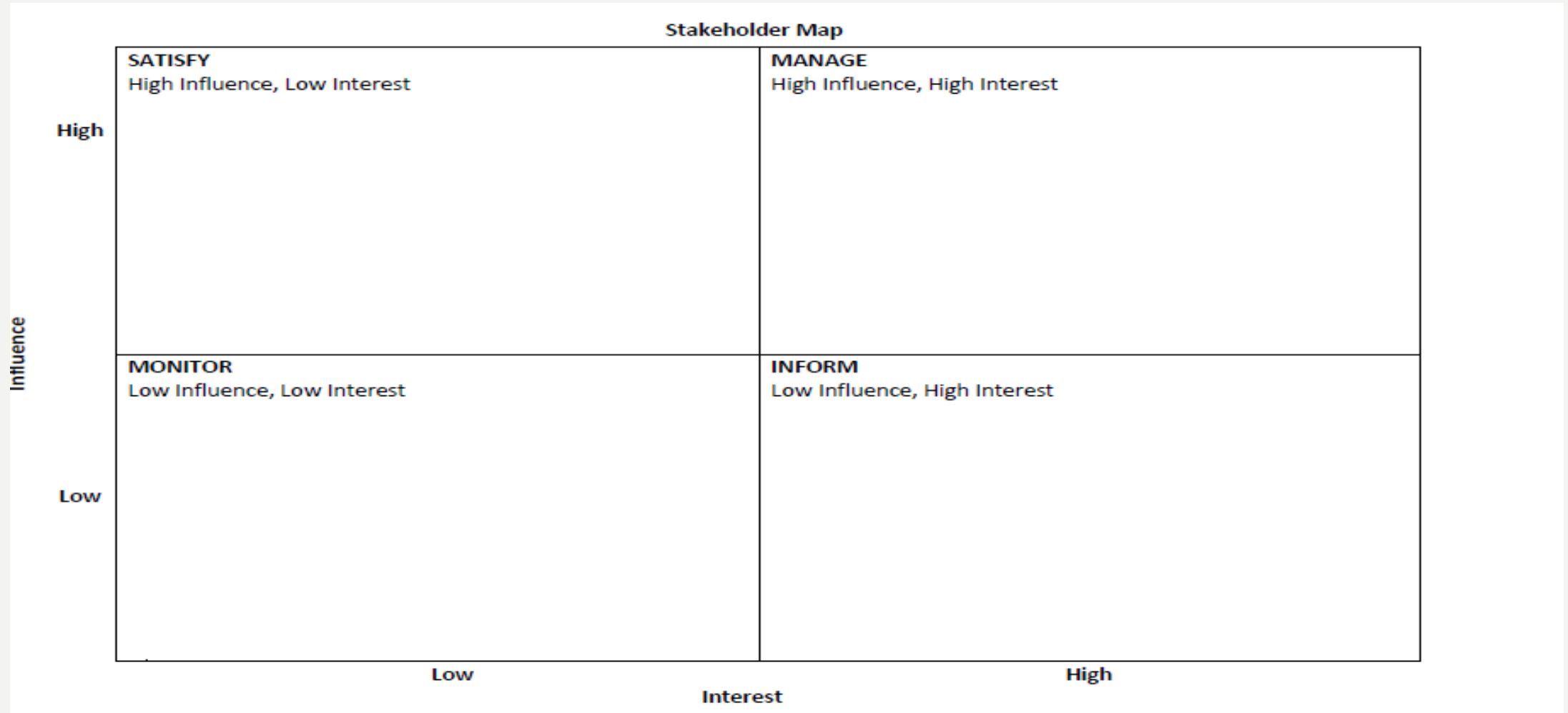
- Who on your campus do you need to transition from a “punitive” approach to an “integrity” approach regarding academic integrity?

Influence	High	SATISFY High Influence, Low Interest These stakeholders are highly influential, but they don't have a lot of interest, nor are they actively engaged in your project. Consider their objectives and keep them satisfied to ensure they remain strong advocates.	MANAGE High Influence, High Interest These are your key stakeholders. They have a lot of influence and a strong interest in the outcomes. Manage these stakeholders well to build strong relationships and ensure you retain their support. Involve them in decisions and engage regularly.
	Low	MONITOR Low Influence, Low Interest These stakeholders sit on the periphery of the project. They are neither interested or have much influence. Monitor their activity from time to time to stay on top of their involvement. Their relevance may change over time. Communicate to keep them informed and encourage their interest.	INFORM Low Influence, High Interest These stakeholders have a strong interest in your project but very little power to influence it. Anticipate their needs and keep these stakeholders informed to ensure their continued support. Consult on their area of interest and use their input to improve your chances of success.
		Low	High

Interest

Adapted from: <https://www.arourmap.com/map-templates/stakeholder-analysis/>

LET'S TRY IT!



DISCUSSION (SMALL GROUP)

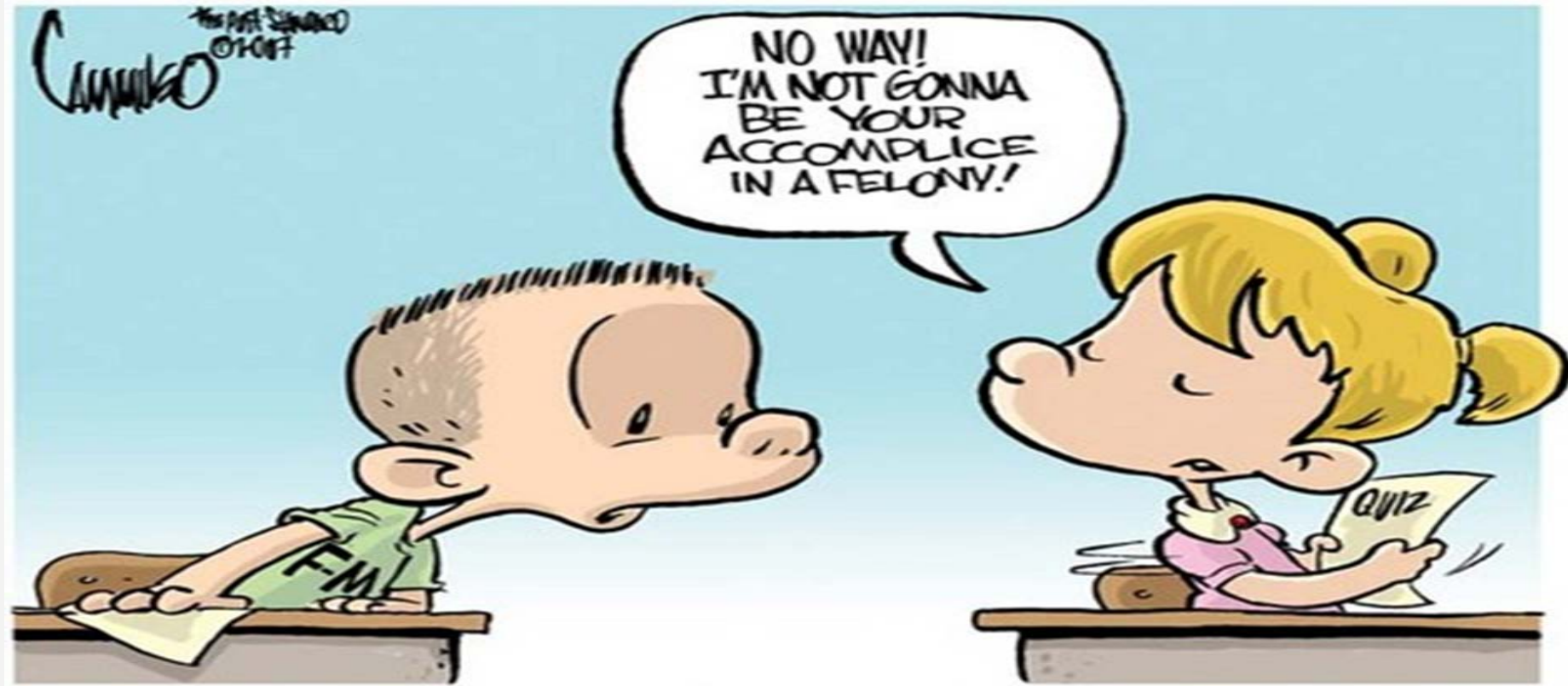
- In looking at your strategy assessment (Appendix A), does it align with the Policies, Procedures, and Practices that exist on campus?
- Does philosophy align with culture of AI on your campus?
 - Where can the philosophy be revised for better alignment?

ACTIVITY!

- Close your eyes: When you think of your school's academic integrity philosophy, what 5 words come to mind? Write them down on the paper provided.
 - 90 seconds-GO!



REVISION PROCESS EXAMPLE



Ripped from the internet! How do we help the student?

“My professor reuses old tests. In class today I noticed someone reviewing last years test, with the answers circled, on their computer in google drive, along with several other tests for this course that have not occurred yet. The test is tomorrow, and I know that this person will most likely have the answers memorized so it will be impossible to prove anything unethical is happening during the exam to a proctor’s perspective. Not only does this student have the exams, though, but many others.

When posting my irritation with this on YikYak, I received many posts threatening me that if I turn people in they would find me and hurt me! I have no reason to believe anyone knows what class I noticed the cheating in, or who I am, but this has me unsettled.

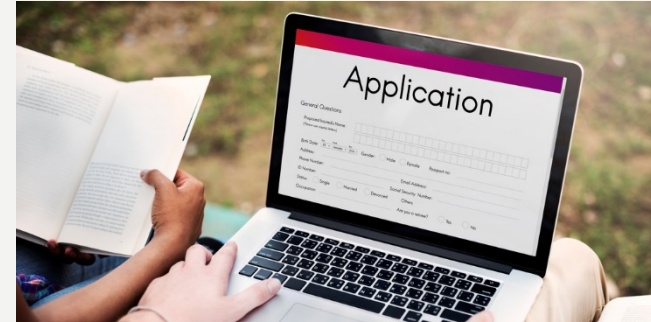
I have been studying and will continue to study for this test, and I find it infuriating that others don't need to bother with studying at all. I work hard for everything, and I do not want to get screwed over for this. The tests are curved so that the mean score for every test is a C+, and a large group of students who score well through cheating will undermine those who did not cheat on the curve.”

Your task: Create an integrity process that encourages student to report such behavior.

TIPS FOR A STRONG PROCESS

- Involve those who want (and need) to be involved in the process
 - E.g. Faculty from each college, central administrators who have a stake in the outcome (registrar's office, conduct office, athletics, international students, etc.)
- Be patient/thorough/vigilant
 - Rome wasn't built in a day, and neither was culture
- Think of the process as beginning/middle/end...

BEGINNING...



Set clear, consistent expectations at application, matriculation, orientation, beginning of the semester, in syllabus language, etc.

- Make sure information is shared across the campus in various media streams.
- Share process information with all student-facing faculty and staff (students go to any number of places for information (e.g. RAs, TAs, Counseling center, etc.).
- Provide AI quizzes to students that are short-answer promoting thought to *why* academic integrity is important.
- Give clear examples of what AI does and does not look like in respective disciplines.
- *The real beginning is before students get to us (i.e. primary and secondary schools).*

...MIDDLE...

When students are accused of misconduct, follow the established process, and do not deviate from it.

- Give students a chance to respond to allegations, and professors a chance to participate
 - Give students options on how to resolve the matter.
- Allow a neutral party to review the allegation
- What is the standard of evidence? (does everyone know it?)
- Where possible, allow students to be involved in decision-making
- Keep instructors informed as to status of case



...END.

Provide sanctions that include some ethical development component. Gather feedback from the parties involved as to the efficacy of the process.

- Assess periodically as to what can be improved
- Stay current on student trends and technology use
- Embrace Technology: Work with IT departments, Tech/Learning Offices.



WRAP UP

- Questions?
- Next Steps
 - Continue the conversation. As soon as it stops, momentum is lost, and hard to regain it.

