On Friday, the AITF met in the Sylvania TLC to hear about the ICAI Conference from Stephanie and Rachel. I've attached their handout. What stood out to me were three things: we're not alone -- lots of institutions are thinking about academic integrity. We're headed in the right direction, by assessing where we are and providing recommendations on how to move forward. And there are some great examples for us to consider as we begin to craft those recommendations.

Stephanie talked about a presentation of academic integrity as a pyramid of Ps: the foundation is positive promotion of integrity as a value, the next level is prevention of academic dishonesty through education and assignment/test design, and the smallest part is penalty for violations.

Carey Larson posted a link to the Spaces page today to an Atlantic article about a situation in Washington. The article and the comments are sobering reading, but I think they prove something that Stephanie and Rachel said on Friday: Our challenge is to shift focus: academic integrity is not a problem to be solved, but a value to be embraced.

Notes from ICAI

International Conference on Academic Integrity 2014

Creating a culture of integrity
- Identify all stakeholders and involve all in developing pathway to change and promoting AI
- Shifting the way we look at Academic Integrity (AI)—from focused on AI violations (negative) to promoting AI as a value of individuals and the college (positive)
  - Understanding why violations occur, what is behind this (beyond individual level—contextual factors that contribute to these occurrences)
  - Faculty ownership of AI: creating learning environments and assessments that reduce the “need” to violate AI (e.g., focus on mitigating the pressures that can lead to cheating)
- Frame AI as an educational aim—ties in with College Core Outcomes
- Creating an Office of AI or AI Center, housing AI under another office related to integrity and ethics
- Highlighting AI as part of orientations (student, faculty and staff) and engaging in ongoing information campaigns and development workshops—branding AI as part of the PCC identity

Academic Integrity violation process
- Adopt (an abridged version of) ICAI Values Statement and use as a guidepost throughout changes to policy and procedure:

  “The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. We believe that these five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academy. Without them, everything that we do in our capacities as
teacher, learners, and researchers loses value and becomes suspect. When the fundamental values are embraced, utilized, and put into practice they become touchstones for scholarly communities of integrity. Rather than thinking of them merely as abstract principles, we advocate using the fundamental values to inform and improve ethical decision-making capacities and behavior. The fundamental values enable academic communities to translate their ideals into action."

- Simplify policy and procedures—widely available, easily accessible, easy to understand, neutral language
- Language that leads to a shared understanding of violations (clear definition of plagiarism, collusion, etc.), offer specific examples
- Transparency in policy and procedure—feedback loop
- Goal of consistent application of policy and procedure (e.g., promote faculty submission of AI violation reports—allows for accurate record keeping and data collection and ability to identify patterns of violation)
- Consider remediation opportunities for students (internal or external seminars/workshops)

**Plagiarism Detection tools**

- How to use these tools effectively and appropriately: Michigan State’s guide recommended as a resource (http://tech.msu.edu/turnitin/)
- Faculty are generally more apprehensive about use of these tools than students
  - Many high schools use these tools, so students are familiar with them
- Not intended to replace instructors’ judgment and expertise—use as a teaching and learning tool, reduces time-consuming task of screening
- Many AI centers informally recommend/endorse these tools (most often Turnitin)