Academic Integrity Meeting Notes for April 16, 2013
Please forgive the delay in this recap, but here is a summary of our second meeting, which was held on Tuesday, April 16, 2013 from 3:00-4:00pm at Sylvania.

We had an engaging discussion about academic integrity at PCC and further questions for consideration arose, including:

- Would an honor code at PCC be feasible or desirable?
- How do we balance educating students on what constitutes a violation of academic integrity and supposing that students already know what those violations are and how to avoid them? Are we assuming too much?
- Are there real consequences at PCC for violations of academic integrity?
- What is the final destination of an Academic Dishonesty Report Form? Are they kept on file and if so, where? For how long?
- Could PCC make an academic integrity “training” or “tutorial” a part of new student orientation?
- How can we at PCC establish more predictable policy and procedures as related to academic integrity?
- There are some institutions that require students who have violated academic integrity policy to attend a class on the subject. Would this be feasible or desirable for PCC?
- How can instructors do a better job of relating their disciplines to students’ goals? (If a student thinks a course is a waste of their time or an unnecessary requirement, is there is a higher chance of that he/she will violate academic integrity?)
- What are the repercussions for an instructor if a student reacts poorly to academic dishonesty being reported? How can faculty (especially part time faculty) “protect” themselves from vindictive course evaluations, complaints, etc.?
- Is PCC’s current procedure on reporting academic dishonesty too time consuming and arduous? How can we improve the process?

We talked about the work of each of our subgroups and agreed that in each there should be discussion about academic integrity issues on the “front end” (how to educate students and faculty about academic integrity) and the “back end” (clearly defining consequences for violating academic integrity and establishing clear, defined, easily accessible policies and procedures). We also agreed that the end goal is not to create a “gotcha” culture at PCC—we want students and faculty to feel supported, trusted and empowered. Following are the subgroups with specific preliminary questions to address:

- **Distance Learning**
  - How can DL instructors better educate students on what constitutes a violation of academic integrity in a DL environment?
  - What are the best practices for preventing violations of academic integrity in DL?
  - What are the best practices for addressing violations of academic integrity in DL?

- **Creating a culture of integrity**
  - What are some reasons that students violate academic integrity? How can we at PCC educate and prevent this from happening?
  - What are the best practices for addressing academic integrity violations?
  - What are we doing already to foster a culture of integrity at PCC? What could we do better/differently?

- **PCC’s Academic Integrity Process**
  - What policies and practices are currently in place to address violations of academic integrity? How effective are these policies?
  - What improvements/changes could make the process more efficient and effective?

- **Plagiarism Detection Tools**
  - What are some plagiarism detection tools that are available? What are some pros and cons of these tools?
  - Should PCC adopt one of these tools for use district-wide?
If you are interested in joining one of these subgroups, please let me know so I can help connect those with similar interests. Attached to this e-mail is the most current list of subgroup membership.

Finally, our last meeting of this academic year will be held on Wednesday, May 22 from 3:00-4:00pm at Rock Creek. I will let you all know the room location as soon as it is confirmed. At this meeting, I would like to finalize the questions that we would like to address in subgroups as well as discuss plans for next year.

Best,

Stephanie