



University Senate TRANSMITTAL FORM

Senate Document #:	08-09-20
PCC ID #:	N/A
Title:	Academic Integrity
Presenter:	Jason Speck, Chair, Senate Student Conduct Committee (SCC)
Date of SEC Review:	February 18, 2014
Date of Senate Review:	March 6, 2014
Voting (highlight one):	On resolutions or recommendations one by one, or In a single vote To endorse entire report
Statement of Issue:	<p>The Office of Student Conduct (OSC) recognizes that many students are often faced with difficult decisions and ethical dilemmas for the first time in their lives while at college. During the 2008-2009 academic year, the Chair of the Senate Student Conduct Committee (SCC) raised the idea of developing strategies for supporting the OSC's efforts to educate students about proper practices regarding academic integrity. The SCC and the OSC jointly determined that an online academic integrity tutorial would very likely help students to better understand how to behave with academic integrity, and would be a useful tool for student success both at the University and in their future careers.</p> <p>In conjunction with the OSC, the SCC developed a plan of action for the creation of the Academic Integrity Tutorial. The OSC received a grant to develop the tutorial, and the SCC developed a timeline for its development, trial, and multiple pilot testing periods. The goal of the tutorial is to educate students about the tenets of the <i>Code of Academic Integrity</i>, and to prevent or deter students from committing acts of academic dishonesty (including plagiarism, cheating, fabrication, and facilitation). The SCC is confident the Academic Integrity Tutorial, as created, will be an essential benefit for the University as a whole.</p>
Relevant Policy # & URL:	N/A

Recommendation:	<p>The SCC recommends that the OSC communicate with and work with major stakeholders (as listed in the report) to publicize the existence of the Academic Integrity Tutorial. In order to further encourage the dissemination of the tutorial, the SCC recommends that the OSC approach the various stakeholders and make a concerted effort to ensure that as many students as possible are exposed to the tutorial as a helpful resource.</p> <p>The SCC also recommends that the OSC continue to monitor the effectiveness of the tutorial, and consider updating the case studies used in the tutorial, as needed.</p> <p>The committee would ultimately like to see the Academic Integrity Tutorial be a mandatory part of the academic experience of all students on campus. However, for now, the committee believes that course instructors should be allowed to decide for themselves whether they want to make the tutorial a requirement of their course. Thus, the SCC recommends that faculty members be encouraged to require their students to complete the tutorial (with proof of certification) as part of their class assignments. One way to encourage faculty members to utilize the tutorial is via UMEG (the University's Web application for electronic grades and rosters). UMEG should centrally inform all faculty instructors and graduate teaching assistants of the availability of the tutorial, and ask them to consider whether they would like to make it part of their required assignments for courses. Use of such a platform will allow faculty instructors and graduate teaching assistants to easily access the link to the tutorial and to add it to their class syllabi. Therefore, the SCC recommends that the administration make the necessary arrangements for such an announcement to become a regular part of the UMEG application.</p> <p>The committee also encourages the Office of the Provost, or other appropriate unit, to share the Academic Integrity Tutorial as a resource with other institutions in the Big Ten Conference and with the appropriate integration committee, so as to encourage a collaborative effort towards the important goal of further developing academically-honest student bodies nationwide.</p>
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Committee Work:

In the spring of 2010, the SCC submitted a letter of request to the Senate Executive Committee (SEC), asking to be officially charged with implementing a trial period of the online tutorial. The SEC approved the committee's request. The SEC then charged the incoming 2010-2011 SCC with implementing a trial period of an online tutorial and developing a method for assessing its effectiveness. The SEC asked for a status report by the end of the spring 2011 semester.

The SCC designed a trial period, and worked with the OSC to flesh-out the tutorial. During the course of the 2010-2011 academic year, the SCC worked with the OSC to draft and revise the tutorial, both in content and design. In April 2011, the SCC made a number of edits to the drafted tutorial and voted in favor of submitting it for beta-testing with a small number of selected UNIV 100 courses and other introductory courses that agreed to participate. The SCC submitted a status report to the SEC in May 2011.

The 2011-2012 SCC reviewed the tutorial during the fall 2011 semester, and identified additional edits for incorporation into the tutorial before it was sent out for beta-testing. In the spring of 2012, the SCC met with representatives from the OSC and the Department of Resident Life's Information Systems Unit on multiple occasions to discuss logistics for use and dissemination of the tutorial. The SCC also developed a post-test survey for the beta-test period. The OSC took the lead in coordinating the beta-test period. The beta-test period took place during the summer of 2012 and the fall of 2012. During this time, students in a sampling of UNIV 100 courses, student athletes from the Department of Intercollegiate Athletics, and University Student Judiciary (USJ) members completed the tutorial and post-test survey. The OSC collected feedback from 169 voluntary participants over a period of four months (August 2012 – November 2012).

At the end of the fall 2012 semester, the SCC met with an Assistant Director from the OSC to review preliminary findings and feedback collected from the beta-test period of the Academic Integrity Tutorial. The SCC found that the majority of comments received were largely positive. The SCC worked with the OSC to make changes to the tutorial in response to this feedback. The OSC increased piloting with students during the spring 2012 semester, including new USJ members and transfer students. By October 2013, the OSC had tracked a total of 320 students who have taken the tutorial. During the fall 2013 semester, the SCC met again with

	<p>an Assistant Director from the OSC to discuss steps for submitting a report to the SEC for Senate consideration.</p> <p>Throughout the process of developing the Academic Integrity Tutorial, the committee consulted with the Director of Student Conduct about the academic misconduct caseload it handles on an annual basis. The SCC analyzed data on the number of academic misconduct cases that are processed and reviewed by the OSC.</p> <p>The SCC also researched peer institutions, including those in the Big Ten Conference, to determine whether other institutions of higher education have any similar models available for or required of students. The findings helped to solidify the SCC’s final recommendations.</p> <p>On February 10, 2014, the SCC voted to approve submitting its report and recommendations to the SEC for Senate consideration.</p>
Alternatives:	The Senate could choose not to accept the recommendations.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate Approval, Presidential Approval.

Senate Student Conduct Committee
Report
Academic Integrity (Senate Document 08-09-20)
February 2014

INTRODUCTION

The University of Maryland, College Park is the flagship institution in the University System of Maryland (USM), and is dedicated to its charge of fostering academically enriched students and developing innovative ideas. According to the Strategic Plan for the University of Maryland, “[T]he University’s mission is to foster the education, critical thinking, and intellectual growth of its students, the creation and application of new knowledge, the economic development of the State, and the effective engagement of its students, faculty, and staff with the surrounding world” (2008, p. 4, http://www.umd.edu/strat_plan/stratplan.cfm).

As such, the University should be a leader in developing and encouraging the highest level of ethical development of its students. Students are responsible for knowing the academic expectations that the University has set for them. Thus, all students at the University should be able to make informed decisions that empower them to do academically-honest work. When students act with integrity, they render the University of Maryland a ‘Community of Character.’

BACKGROUND

The Office of Student Conduct (OSC) recognizes that many students are often faced with difficult decisions and ethical dilemmas for the first time in their lives while at college. During the 2008-2009 academic year, the Chair of the Senate Student Conduct Committee (SCC) raised the idea of developing strategies for supporting the OSC’s efforts to educate students about proper practices regarding academic integrity as described in the *Code of Academic Integrity*. When exploring this idea, the committee discussed a number of tools that the University could utilize in order to address this need, including the creation of an online academic integrity tutorial for students. The committee determined that an academic integrity tutorial would very likely help students to better understand these expectations, and would be a useful tool for student success both at the University and in their future careers.

In conjunction with the OSC, the SCC developed a plan of action for the creation of the Academic Integrity Tutorial. The OSC received a grant to develop the tutorial, and the committee developed a timeline for its development, trial, and pilot. During the 2009-2010 academic year, the SCC and the OSC worked together to create a draft of the online tutorial.

The goal of the tutorial is to educate students about the tenets of the *Code of Academic Integrity*, and to prevent or deter students from committing acts of academic dishonesty (including plagiarism, cheating, fabrication, and facilitation). The SCC is confident the Academic Integrity Tutorial, as created, will be an essential benefit for the University as a whole.

The SCC and the OSC put substantial effort into developing case studies for the tutorial that would cover a variety of concerns from across multiple disciplines. The final five case studies included in the tutorial cover example situations from a chemistry lab, an interview writing assignment, a computer model engineering assignment, a research paper, and an argument

outlining an assignment for a government and politics course. A quiz follows each case study, as well as an explanation of what happened to the students in the case studies involved in the situations of academic dishonesty.

ELEMENTS OF THE ACADEMIC INTEGRITY TUTORIAL

The Academic Integrity Tutorial is available online at www.academicintegrity.umd.edu/. Users must log in with their University ID and Password to access the tutorial.

The tutorial takes about 30 to 60 minutes to complete. Most users complete the tutorial in a half an hour. Users can complete the tutorial in one sitting, or they can work on it gradually. The tutorial saves each page as it is completed. There is a progress bar on the bottom of each page, so that users can track their progress as they go along.

The objectives of the tutorial are:

- To provide students with information to understand the *Code of Academic Integrity*.
- To give students information about what constitutes academic dishonesty.
- To ensure that students understand how to act with integrity in their academic work, and, most importantly, why academic integrity is important.
- To familiarize students with the Office of Student Conduct and the referral process.

The tutorial is broken into eight sections:

- Section 1: Introduction
- Section 2: Academic Integrity Knowledge Pre-Quiz
- Section 3: The Honor Pledge
- Section 4: Case Studies and Aspects of the *Code of Academic Integrity*
- Section 5: Academic Integrity Reporting, Process, and Sanctioning
- Section 6: Myths about Academic Dishonesty
- Section 7: The Importance of Academic Integrity
- Section 8: Academic Integrity Knowledge Post-Quiz

When finished, the tutorial will generate a confirmation of completion for the user. Students must submit answers to the Post-Quiz in order to receive a certificate of completion. The certificate is emailed to students upon successful completion. Students are then able to submit this certificate to their faculty members as proof of completion. Since they can access the certificate as often as needed, students are able to illustrate proof of completion to multiple faculty members. The OSC can also track and locate users of the tutorial via their University Directory IDs, and it can access the certificates if copies need to be re-sent.

COMMITTEE WORK

In the spring of 2010, the SCC submitted a letter of request to the Senate Executive Committee (SEC), asking to be officially charged with implementing a trial period of the online tutorial (Appendix 1). The SEC approved the committee's request (Appendix 2). The SEC then charged the incoming 2010-2011 SCC with implementing a trial period of an online tutorial and developing a method for assessing its effectiveness (Appendix 3). The SEC asked for a status report by the end of the spring 2011 semester.

The SCC designed a trial period, and worked with the OSC to flesh-out the tutorial. During the course of the 2010-2011 academic year, the SCC worked with the OSC to draft and revise the tutorial, both in content and design. However, because the committee was mainly focused on another major charge during the fall 2010 semester, the proposed timeline originally submitted to the SEC was delayed. In April 2011, the SCC made a number of edits to the drafted tutorial and voted in favor of submitting it for beta-testing with a small number of selected UNIV 100 courses and other introductory courses that agreed to participate. As requested, the SCC submitted a status report to the SEC in May 2011 (Appendix 4).

The incoming 2011-2012 SCC reviewed the tutorial during the fall 2011 semester, and identified additional edits for incorporation into the tutorial before it was sent out for beta-testing. In the spring of 2012, the SCC met with representatives from the OSC and the Department of Resident Life's Information Systems Unit on multiple occasions to discuss logistics for use and dissemination of the tutorial. The SCC also developed a post-test survey for the beta-test period. The OSC took the lead in coordinating the beta-test period. The beta-test period took place during the summer of 2012 and the fall of 2012. During this time, students in a sampling of UNIV 100 courses, student athletes from the Department of Intercollegiate Athletics, and University Student Judiciary (USJ) members completed the tutorial and post-test survey. The OSC collected feedback from 169 voluntary participants over a period of four months (August 2012 – November 2012).

At the end of the fall 2012 semester, the SCC met with an Assistant Director from the OSC to review preliminary findings and feedback collected from the beta-test period of the Academic Integrity Tutorial (Appendix 5). The SCC found that the majority of comments received were largely positive. A large number of participants responded that they had a better understanding of the concept of academic integrity after taking the tutorial. The biggest criticism received had to do with the length of the tutorial and the amount of reading involved. The SCC worked with the OSC to make changes to the tutorial in response to this feedback. The OSC increased piloting with students during the spring 2012 semester, including new USJ members and transfer students. By October 2013, the OSC had tracked a total of 320 students who have taken the tutorial. During the fall 2013 semester, the SCC met again with an Assistant Director from the OSC to discuss steps for submitting a report to the SEC for Senate consideration.

ANALYSIS OF PEER INSTITUTIONS

The SCC researched peer institutions, including those in the Big Ten Conference, to determine whether other institutions of higher education have any similar models available for or required of students. A spreadsheet outlining this research was created for the committee's review (Appendix 6).

The SCC found that only one of the University's peers within the Big Ten Conference (Rutgers University) appears to have implemented mandatory academic integrity training for students across the board, although the College of Literature, Science, and the Arts (LSA) at the University of Michigan requires that its students (approx. 18,000) complete an online academic integrity tutorial.

Rutgers University requires that all new students take an academic integrity tutorial and quiz during their first semester. Students are notified of the requirement during orientation and in first-year and transfer seminars. Students log into a site on Blackboard to take the tutorial and quiz. A staff member in the Rutgers University Office of Student Conduct tracks how many students have completed the tutorial. While it is mandatory, there is currently no mechanism for

holding students accountable for completion. The Office of Student Conduct asks faculty members teaching first-year and transfer seminars to include completion of the tutorial as a part of class requirements. The Office of Student Conduct also works with the international office and the university's writing program to incorporate the tutorial into their programs.

Many of the University's peer institutions have online tutorials available to educate students about academic integrity (e.g. Penn State University, University of Wisconsin). Additionally, several institutions outside of the Big Ten Conference network require their students to complete mandatory academic integrity tutorials, including Georgetown University, Fordham University, and the University of Southern Florida (USF). At Georgetown, all first-year and transfer students must complete the tutorial by the first week in October, prior to pre-registration for the spring semester. At Fordham, all incoming freshmen must complete and pass an academic integrity tutorial by a published deadline in order to receive a special six-digit advising PIN needed to register for the spring semester. At USF, all new freshmen are required to complete five quizzes in an online tutorial and earn an overall score of at least 80%.

Within the University System of Maryland (USM), the University of Maryland, Baltimore County (UMBC) requires that all entering graduate students complete an academic tutorial. Before the end of the second week of classes at UMBC, each new graduate student is required to take and pass the academic integrity tutorial. Each of 20 questions has a score of 5, and a passing score is a total of 80 or higher; therefore, only a maximum of 4 of the 20 questions may be answered incorrectly. Failure to complete the tutorial and pass the test will result in the graduate student's registration being blocked for future terms.

Some institutions without a formalized tutorial regarding academic integrity expressed interest in collaborating on such a development. For instance, a representative from Ohio State University's Committee on Academic Misconduct stated that she would be very interested in working together on a common core that could be customized as needed for each institution in the Big Ten Conference. The University of Maryland should consider leading the way on this important academic effort.

OSC PERSPECTIVE & CASELOAD

Throughout the process of developing the Academic Integrity Tutorial, the committee consulted with the Director of Student Conduct about the academic misconduct caseload it handles on an annual basis. The SCC reviewed data provided by the OSC regarding the number of academic misconduct cases processed and reviewed during the past eleven academic years:

- 2001-2002: 243 cases of academic misconduct
- 2002-2003: 310 cases of academic misconduct
- 2004-2005: 374 cases of academic misconduct
- 2005-2006: 361 cases of academic misconduct
- 2006-2007: 379 cases of academic misconduct
- 2007-2008: 418 cases of academic misconduct
- 2008-2009: 274 cases of academic misconduct
- 2009-2010: 281 cases of academic misconduct
- 2010-2011: 407 cases of academic misconduct
- 2011-2012: 374 cases of academic misconduct
- 2012-2013: 400 cases of academic misconduct

In particular, the committee examined the number of academic misconduct cases that were actually processed and reviewed during the 2012-2013 academic year, which included new referrals, as well as cases carried over from the previous reporting period. The academic misconduct caseload increased by 6.9% from the previous year to 400 new referrals. From June 1, 2012 to May 31, 2013, the OSC processed and reviewed 400 new cases of academic misconduct, and 72 carry-over cases, for a total of 472 cases.

When a student is charged with an allegation of academic dishonesty, he or she is afforded two options for resolution: 1) informal resolution: admit responsibility and accept an "XF" in the course; 2) honor review: contest either the charges or the penalty before an honor board. During 2012-2013, 95 students went through the honor board process, and 200 students chose to go through the informal resolution process. During the 2012-2013 academic year, 87% of students who were referred were found responsible or admitted violating the *Code of Academic Integrity* – a percentage which remains high.

Additionally, the SCC found that the average time to complete cases resolved through administrative informal resolutions during the 2012-2013 academic year was 23.2 calendar days when the University was in session, while hearings were completed in 49 days. The total average number of days to resolve a case from date received to resolution was 31.9 days. As the OSC's 2012-2013 annual report explains, "The academic integrity area is complicated by the fact that a disproportionate number of cases are referred at or near to the end of each semester, which may skew the number of days for resolution, particularly for summer cases."

The SCC learned that charges of cheating and plagiarism continue to be the most prevalent acts of academic misconduct at the University. According to the OSC's annual report, "Plagiarism has risen steadily over the past several years with increased reliance on technology and the internet." Technological advancements, including the utilization of Google and Wikipedia, have changed the ways that students are accessing information. The ease of finding and using that information responsibly in the digital age adds a level of complexity to an already challenging set of circumstances in which students must learn what it means to be academically honest. This is why the Academic Integrity Tutorial is important, and why it is educational at its core.

The academic misconduct case burden has been on a steady rise over most of the past several years, and the committee hopes that wide-spread use of an academic integrity tutorial would help to educate more students about how to conduct themselves in an academically-honest manner. Many students enter the University with varying levels of understanding of what constitutes plagiarism, cheating, fabrication, and facilitation. With increased education about what is expected of students, the expectation is to have less instances of academic dishonesty occurring on campus, resulting in a lessened case load for the OSC.

It is also important to encourage faculty members who teach students from all levels to require use of the tutorial, as seniors comprised the largest number of referrals for academic dishonesty last year (34%), followed by juniors (21%), sophomores (16%), and freshman (11%); graduate students comprised 16.5% and the remaining 1.5% was made up of post-baccalaureate and special undergraduate students.

The OSC estimates that in the vast majority of cases referred for academic dishonesty, the accused student will assert at some point that he or she did not have enough information or a strong enough understanding of academic integrity to avoid committing an act of academic dishonesty. Thus, the committee believes that widespread use and/or requirement of

completion of the Academic Integrity Tutorial should help to reduce the number of instances in which students plead ignorance of the standards of academic integrity at the University.

PROSPECTIVE BENEFITS

The tutorial provides all members of the University community with a concise but thorough primer on academic integrity. For those unfamiliar with the standards regarding citation, research protocols, collaboration, and other academic practices, the tutorial serves as an invaluable introduction. Meanwhile, the case studies delve deeply into these subjects, assuring that all users – including veteran researchers and faculty – will be engaged in a conversation about the University's standards and expectations. The tutorial is designed to simultaneously inform, clarify, and reinforce. It also provides a resource that "models" standards for students and faculty alike, which will help with conversations about best practices and the OSC's handling of academic integrity cases.

RECOMMENDATIONS & SUGGESTIONS FOR FACILITATION

The SCC recommends that the OSC communicate with and work with other major stakeholders (see below) on campus to publicize the existence of the Academic Integrity Tutorial. In order to further encourage the dissemination of the tutorial, the SCC recommends that the OSC approach the various stakeholders and make a concerted effort to ensure that as many students as possible are exposed to the tutorial as a helpful resource.

The SCC also recommends that the OSC continue to monitor the effectiveness of the tutorial, and consider updating the case studies used in the tutorial, as needed.

The committee would ultimately like to see the Academic Integrity Tutorial be a mandatory part of the academic experience of all students on campus. However, for now, the committee believes that course instructors should be allowed to decide for themselves whether they want to make the tutorial a requirement of their course. Thus, the SCC recommends that faculty members be encouraged to require their students to complete the tutorial (with proof of certification) as part of their class assignments. One way to encourage faculty members to utilize the tutorial is via UMEG (the University's Web application for electronic grades and rosters). UMEG should centrally inform all faculty instructors and graduate teaching assistants of the availability of the tutorial, and ask them to consider whether they would like to make it part of their required assignments for courses. Use of such a platform will allow faculty instructors and graduate teaching assistants to easily access the link to the tutorial and to add it to their class syllabi. Therefore, the SCC recommends that the administration make the necessary arrangements for such an announcement to become a regular part of the UMEG application.

Many faculty members, academic departments, and units have already signed on voluntarily. For instance, the Robert H. Smith School of Business has informally reported that it plans to make the tutorial mandatory for all MBA and Master of Science in Business programs. Additionally, the Academic Support & Career Development Unit of the Department of Intercollegiate Athletics has been instrumental in helping to circulate the tutorial and share its usefulness with student athletes at the University. The committee is encouraged by the tremendous amount of interest in the utilization of the Academic Integrity Tutorial and support it has received over the years.

The following list, while not exhaustive, illustrates the individuals and units at the University of Maryland, College Park, with whom the OSC should communicate about the tutorial. It will be important for these entities to be involved with the publicity and dissemination of this useful tool.

- Directors of departmental undergraduate and graduate studies programs
- The Office of Faculty Affairs
- The Office of Undergraduate Studies
- The Graduate School
- The Associate Dean for General Education
- The Center for Teaching Excellence (CTE)
- The Graduate Student Government (GSG)
- The Student Government Association (SGA)
- The Residence Hall Association (RHA)
- The Office of International Affairs/International Student & Scholar Services (ISSS)
- The PanHellenic Council
- Academic Support & Career Development Unit (Department of Intercollegiate Athletics)

The committee also encourages the Office of the Provost, or other appropriate unit, to share the Academic Integrity Tutorial as a resource with other institutions in the Big Ten Conference and with the appropriate integration committee, so as to encourage a collaborative effort towards the important goal of further developing academically-honest student bodies nationwide.

APPENDICES

Appendix 1 – Letter of Request to be Charged from the SCC (April 13, 2010)

Appendix 2 – Response from the SEC (April 27, 2010)

Appendix 3 – Charge from the Senate Executive Committee (August 24, 2010)

Appendix 4 – Status Report from the SCC (May 5, 2011)

Appendix 5 – Beta-Test Period Results (PowerPoint) (December 2012)

Appendix 6 – Peer Institution Research (Conducted during 2013-2014 Academic Year)



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April 13, 2010

Dr. Elise-Miller Hooks
Chair, University Senate
1100 Marie Mount Hall
University of Maryland
College Park, MD 20742-7541

Dear Dr. Miller-Hooks:

The Senate Student Conduct Committee began discussing the issue of Academic Integrity on campus at the beginning of the 2008-2009 academic year. The committee discussed a number of avenues by which the University could address the need to both better prepare students (to help them recognize their responsibilities regarding academic work) and to provide faculty and administrators with the tools to cultivate a culture of academic responsibility. The SCC concluded that the creation of an online tutorial for all incoming students (including transfer students) would be the most beneficial project and would have widespread impact. Over the course of my two-year tenure as Chair of SCC, we have discussed the possibilities of creating such a tutorial, examined comparable programs at other institutions, discussed possible designs and content, and considered options for disseminating and testing the tutorial itself. In 2009, the Office of Student Conduct received a grant to develop an online tutorial and began working on it with the Office of Information Technology.

As the committee transitions into the next academic year, with new membership and a new chair, the current committee would like to ensure that this agenda item will carry-over. Therefore, on behalf of the Senate Student Conduct Committee, I would like to request that the 2010-2011 Student Conduct Committee be officially charged with implementing a trial period of an online tutorial and developing a method for assessing its effectiveness. If it appears to be a useful and valuable tool, the SCC would then be responsible for submitting a proposal to the full Senate for campus-wide adoption at the end of the full trial period (see timeline below).

The following summarizes our work-in-progress and may help with the construction of this charge:

1) Proposed Timeline

- Spring 2010—complete draft of tutorial's content
- Summer 2010—Office of Student Conduct and Office of Information Technology will complete the software
- Fall 2010—beta-test trial period with UNIV 100 classes
- Spring 2011—pilot with selected units (the SCC has been discussing the program with department chairs, interested faculty, etc.)
- Fall 2011-Spring 2012—selected units participate in a full trial period

2) Trial Period

- SCC will work with Office of Student Conduct to coordinate beta-test with UNIV 100 classes and recruit/organize units for Spring 2011 pilot

- During Fall 2010-2011, SCC will consult with Office of Student Conduct regarding necessary revisions to the tutorial (both content and design)
- Spring 2011—SCC will discuss assessment procedures for the 2011-2012 full trial period

3) Brief Description of Proposed Tutorial Content

- Bank of examples and questions (no more than 12) with emphasis on recognizing, understanding, and avoiding plagiarism
- Space for instructors/units to insert supplemental examples and questions that are discipline and/or class-specific (for example, regarding collaborative work on labs or exam preparation, proper citations, take-home exams, etc.)
- Concludes with survey to gauge the tutorial's effectiveness

Thank you for your consideration of this matter.

Sincerely,

David M. Freund
Chair, University Senate Student Conduct Committee

DF/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate



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April 27, 2010

Dr. David Freund
Chair, Student Conduct Committee
2143 Taliaferro Hall
College Park, MD 20742-7315

Dear Dr. Freund,

The Senate Executive Committee (SEC) reviewed your request to charge the 2010-2011 Student Conduct Committee with continuing the work of this year's committee on Academic Integrity. The SEC has granted your request and will charge the committee once they have been constituted. Specifically, next year's committee will be asked to implement a trial period of an online tutorial and develop a method for assessing its effectiveness. The committee will then be asked to make a recommendation based on their assessment of the trial.

The new Student Conduct Committee will be given your request and proposed timeline along with the new charge. Thank you for your committee's work on this important issue.

Sincerely,



Elise Miller-Hooks
Chair
University Senate

Cc: Chelsea Benincasa



University Senate CHARGE

Date:	August 24, 2010
To:	Nan Ratner Chair, Student Conduct Committee
From:	Linda Mabbs Chair, University Senate
Subject:	Academic Integrity
Senate Document #:	08-09-20
Deadline:	May 1, 2011

The Senate Executive Committee (SEC) met on April 20, 2010 to review the letter submitted by the 2009-2010 Student Conduct Committee regarding its investigation of the topic of Academic Integrity. The letter outlined the committee's strong support for charging the 2010-2011 Student Conduct Committee with designing and implementing a trial period of an online tutorial.

The SEC voted to grant this request, and asks that the 2010-2011 Student Conduct Committee design and implement a trial period of an online tutorial on academic integrity. In addition, the SEC requests that the committee develop a method for assessing the effectiveness of the abovementioned trial period. The committee should work with the Office of Student Conduct regarding any necessary revisions to the tutorial, both in content and design. During the 2010-2011 academic year, the SEC asks that the Student Conduct Committee work with the Office of Student Conduct to coordinate the Fall 2010 beta-test with UNIV 100 classes, and to recruit/organize units for the Spring 2011 pilot program.

The SEC requests that the Student Conduct Committee provide a status report on the pilot program by the end of the Spring 2011 semester. A full trial should be completed during the 2011-2012 academic year, as indicated in the timeline of the attached letter of request. The 2011-2012 Student Conduct Committee will be responsible for making a recommendation based on the assessment of the full trial.

If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



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May 5, 2011

Dr. Eric S. Kasischke
 Chair, University Senate
 1153 LeFrak Hall
 University of Maryland
 College Park, MD 20742-8225

Dear Chair Kasischke:

Last April, the Senate Executive Committee (SEC) voted to grant the previous Student Conduct Committee's (SCC) request of charging the committee with designing and implementing a trial period of an online Academic Integrity tutorial. At the beginning of the Fall 2010 semester, the SEC asked the SCC to continue its work on the topic of Academic Integrity. The SEC also asked for a status report by the end of the Spring 2011 semester. This letter serves as our status report.

The SCC has designed a trial period, as well as worked with the Office of Student Conduct to create such a tutorial. During the course of this academic year, the SCC worked with the Office of Student Conduct to draft and revise the tutorial, both in content and design. However, because the committee was mainly focused on its Medical Amnesty/Good Samaritan charge during the Fall 2010 semester, the proposed timeline originally submitted to the SEC in April 2010 has been set back.

Following its meeting on April 6, 2011, the SCC made a number of edits to the drafted tutorial and voted in favor of submitting it for beta-testing with a small number of selected UNIV 100 courses and other introductory courses that have agreed to participate. The Office of Student Conduct is currently working on the launch of the pilot version for this beta-test and will coordinate its dissemination.

The SCC's revised timeline is as follows:

- **Spring 2010:** Drafted content for tutorial
- **Summer 2010:** Office of Student Conduct/Office of Information Technology completed software needed to build tutorial
- **Fall 2010:** Completed basic draft of tutorial's content
- **Spring 2011:** Edited and evaluated tutorial's content
- **Summer 2011:** Contact instructors of UNIV 100 classes and other introductory courses
- **Fall 2011:** Beta-test trial period with UNIV 100 classes and other introductory courses; collect feedback and incorporate changes/make edits as needed; add animation and other 'bells & whistles' to tutorial webpage
- **Spring 2012:** Conduct pilot with selected units
- **Fall 2012–Spring 2013:** Selected units participate in a full trial period of the tutorial

The committee continues to recruit units for the full trial period. The 2011-2012 SCC will determine assessment procedures for the results of the 2012-2013 trial period.

The committee expresses its tremendous gratitude to Dr. Brenda Lutovsky Quaye, Assistant Director of the Office of Student Conduct, who has worked tirelessly on this topic with us over the years. Dr. Quaye is departing the University to assume the role of Director of Academic Integrity at George Mason University, and Dr. Andrea Goodwin, Associate Director of the Office of Student Conduct, will take over this project in the interim. We greatly look forward to working with Dr. Goodwin on the next steps of this process.

Sincerely,

A handwritten signature in purple ink that reads "Nan B Ratner". The signature is written in a cursive style with a small horizontal line above the first letter of the first name.

Nan Ratner
Chair, University Senate Student Conduct Committee

Enclosure(s): Charge from SEC, August 24, 2010
Request from SCC, April 13, 2010

NR/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate



UNIVERSITY OF MARYLAND ACADEMIC INTEGRITY TUTORIAL PILOT RESULTS

A partnership between the Office of Student Conduct,
Department of Resident Life, and the University Senate.

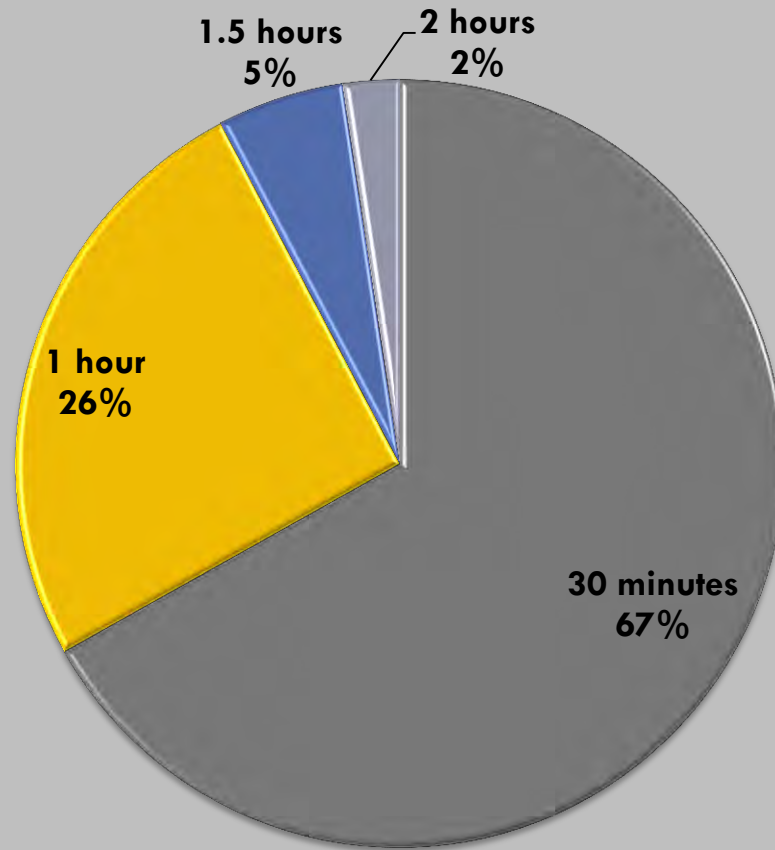
Background

- University Senate charged OSC to create tutorial
- AI Tutorial was initiated by preceding Assistant Director, Brenda Lutovsky Quaye
- Draft was completed in 2010-2011, edited in 2011-2012, delay due to office transition
- OSC worked on content; DRL-Info Systems Unit worked on internet platform and functionality

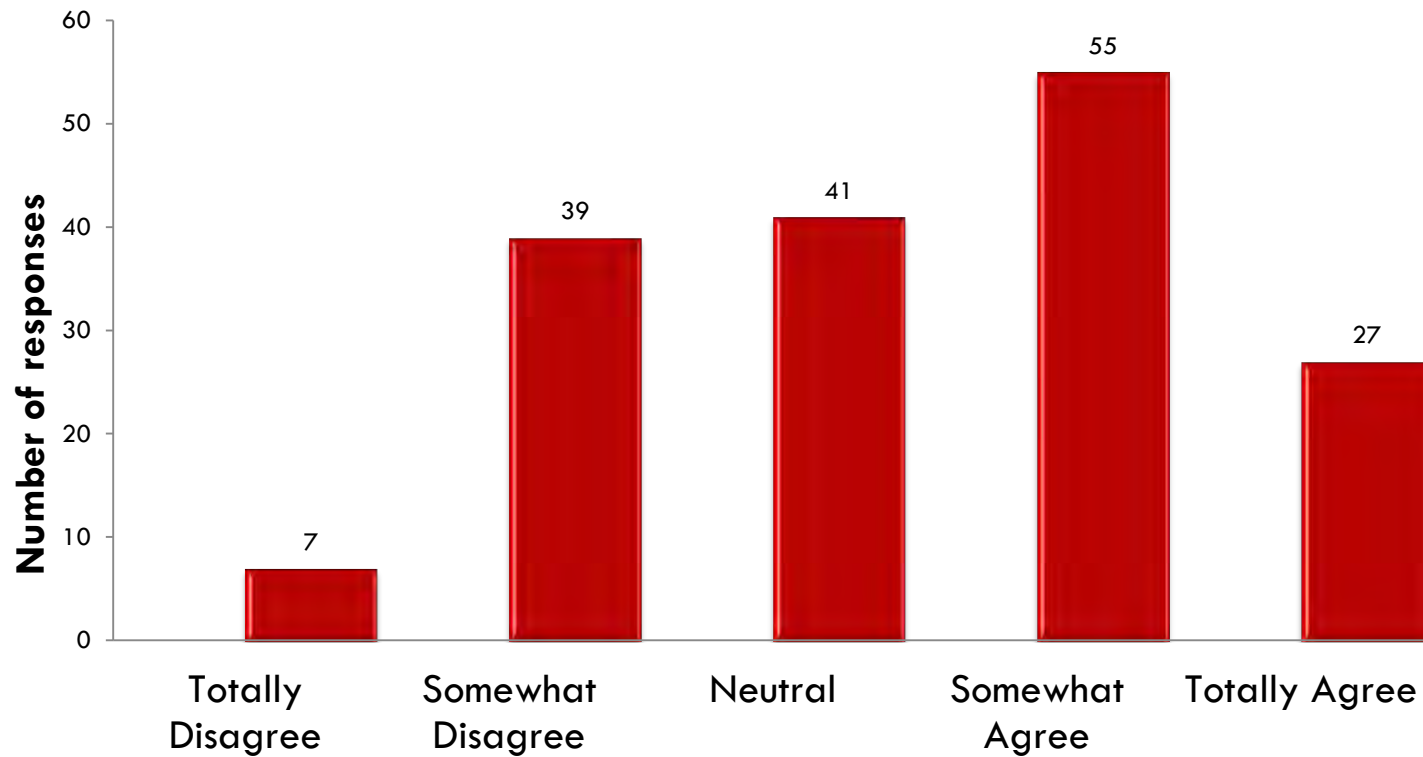
Piloting the Tutorial

- Tutorial was piloted on University Student Judiciary members and in UNIV 100 courses across campus.
- We received 169 responses over 4 months (August-November 2012).
- Minor adjustments made by OSC/DRL throughout piloting
 - ▣ Cosmetic and functional changes, not content
 - ▣ E.g. Change of 100% requirement on quiz
 - ▣ Tutorial given link on academicintegrity.umd.edu

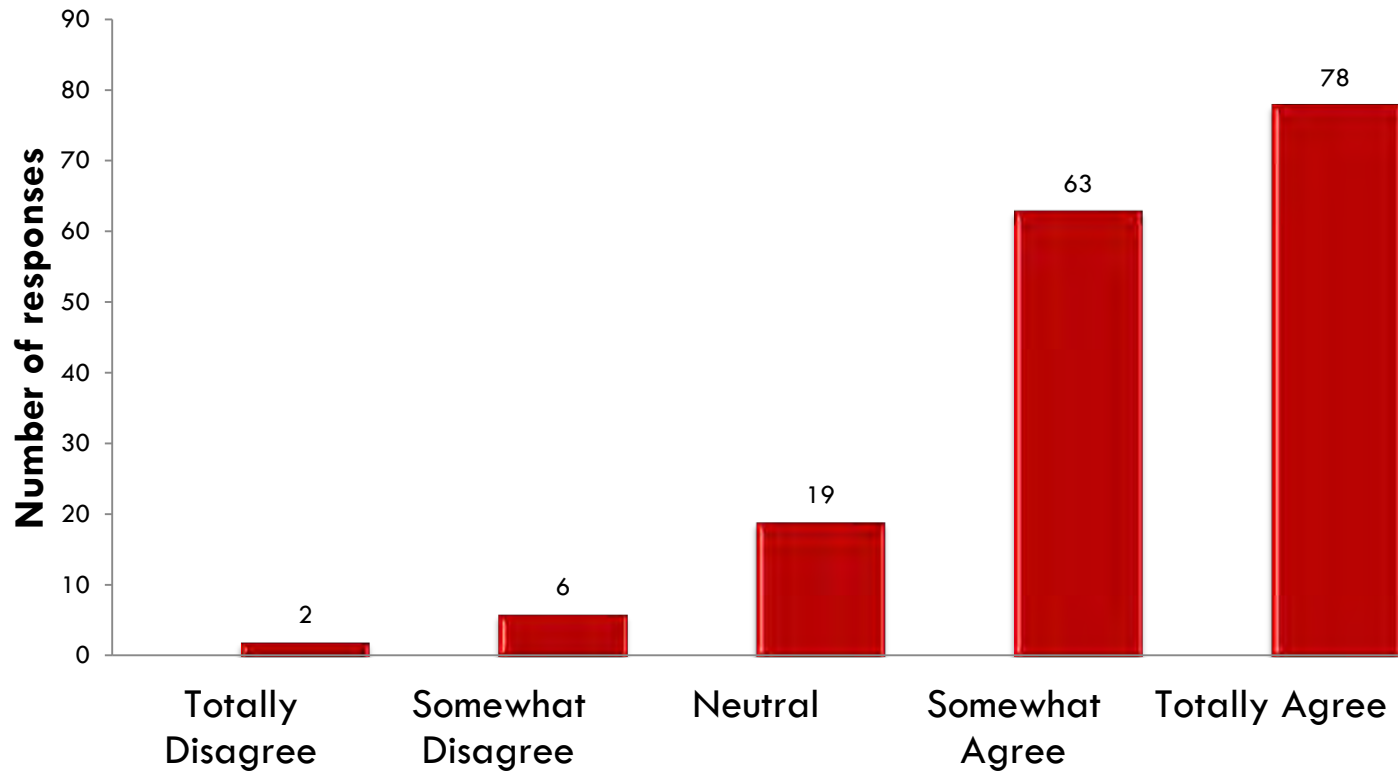
Tutorial Length



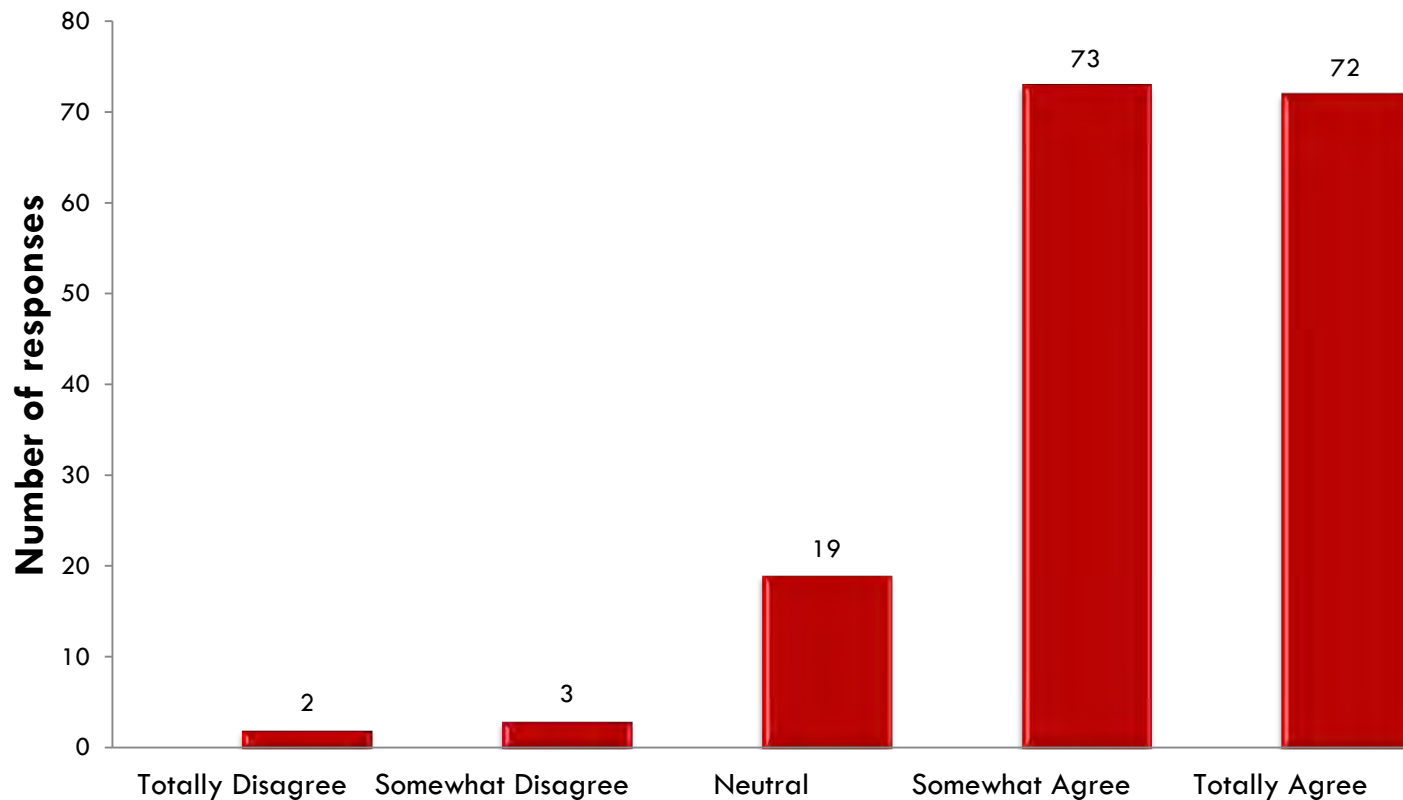
Question 1: This tutorial was a reasonable length.



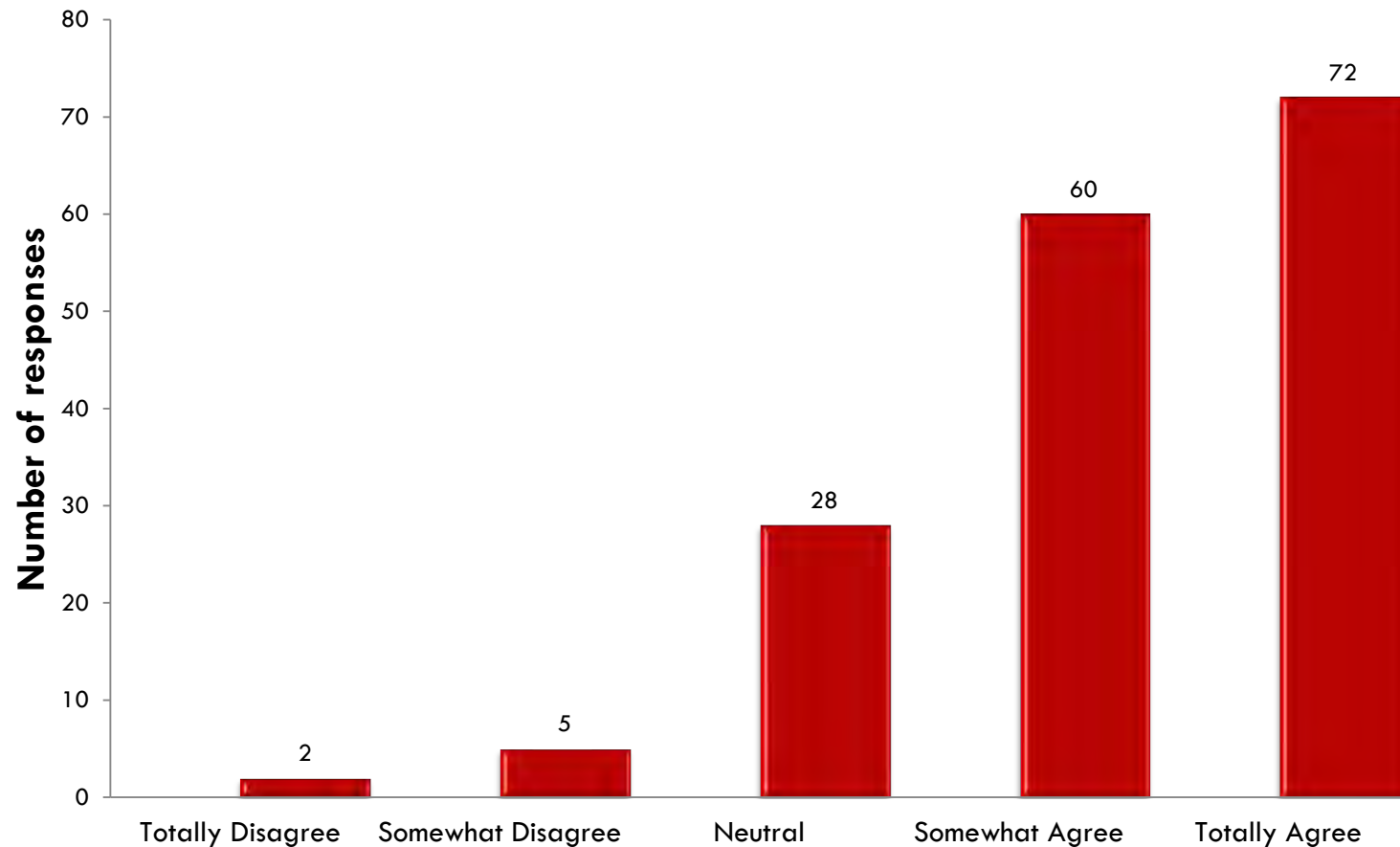
Question 2: This tutorial was easy to comprehend.



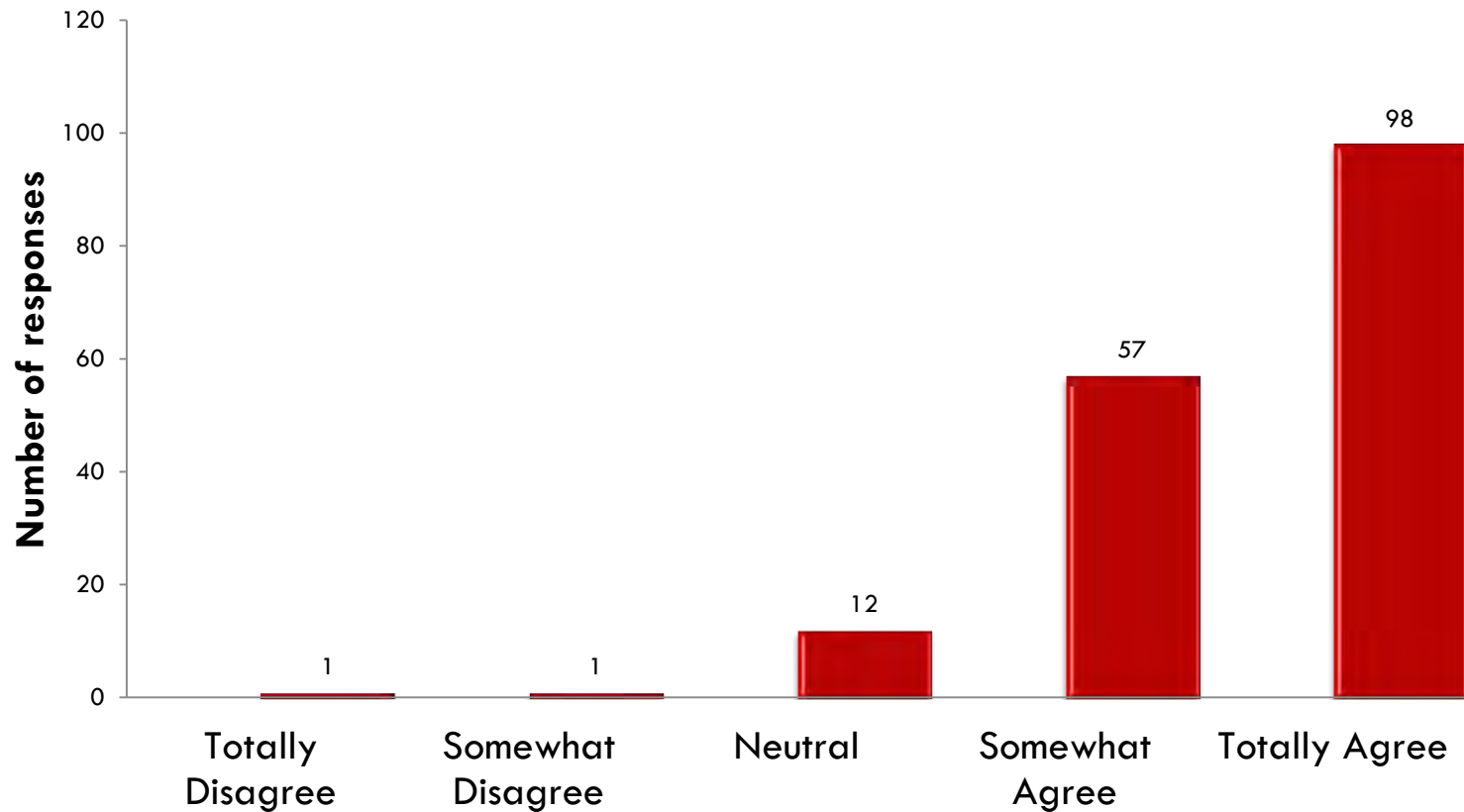
Question 3: After taking this tutorial, I understand the concept of “academic integrity” better than prior to taking it.



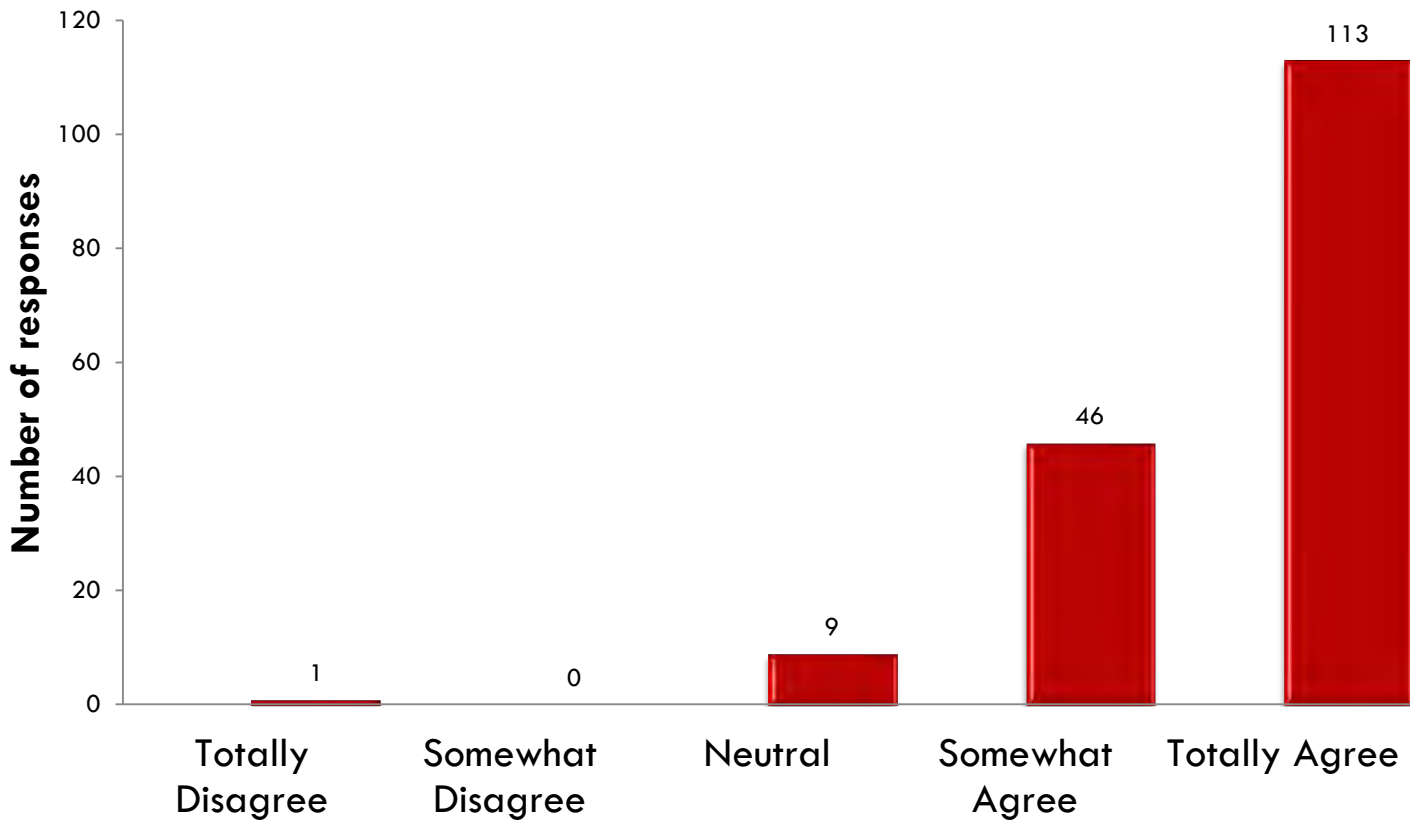
Question 4: This tutorial helped me realize the value and importance of adhering to the Code of Academic Integrity.



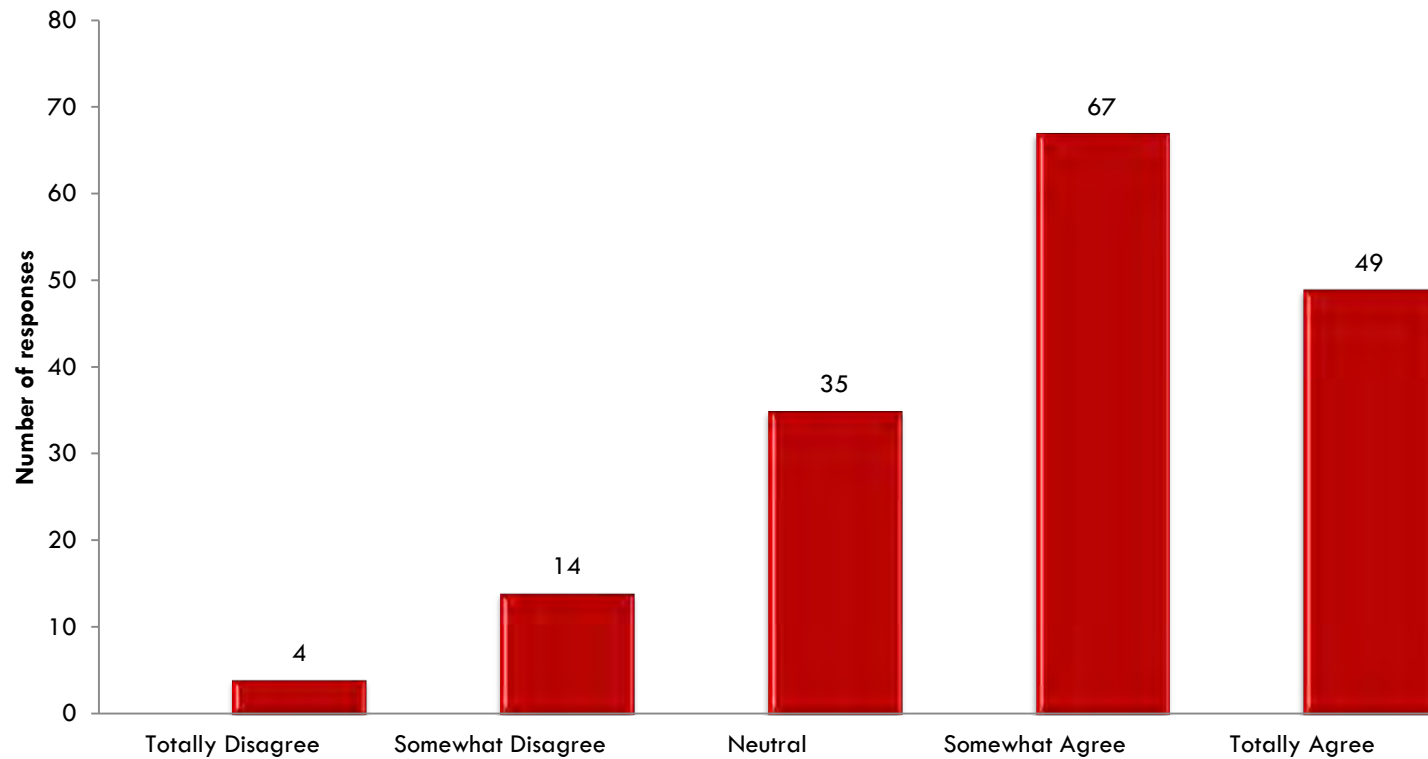
Question 5: This tutorial provided me with helpful information on what I can and cannot do when completing assignments for my classes.



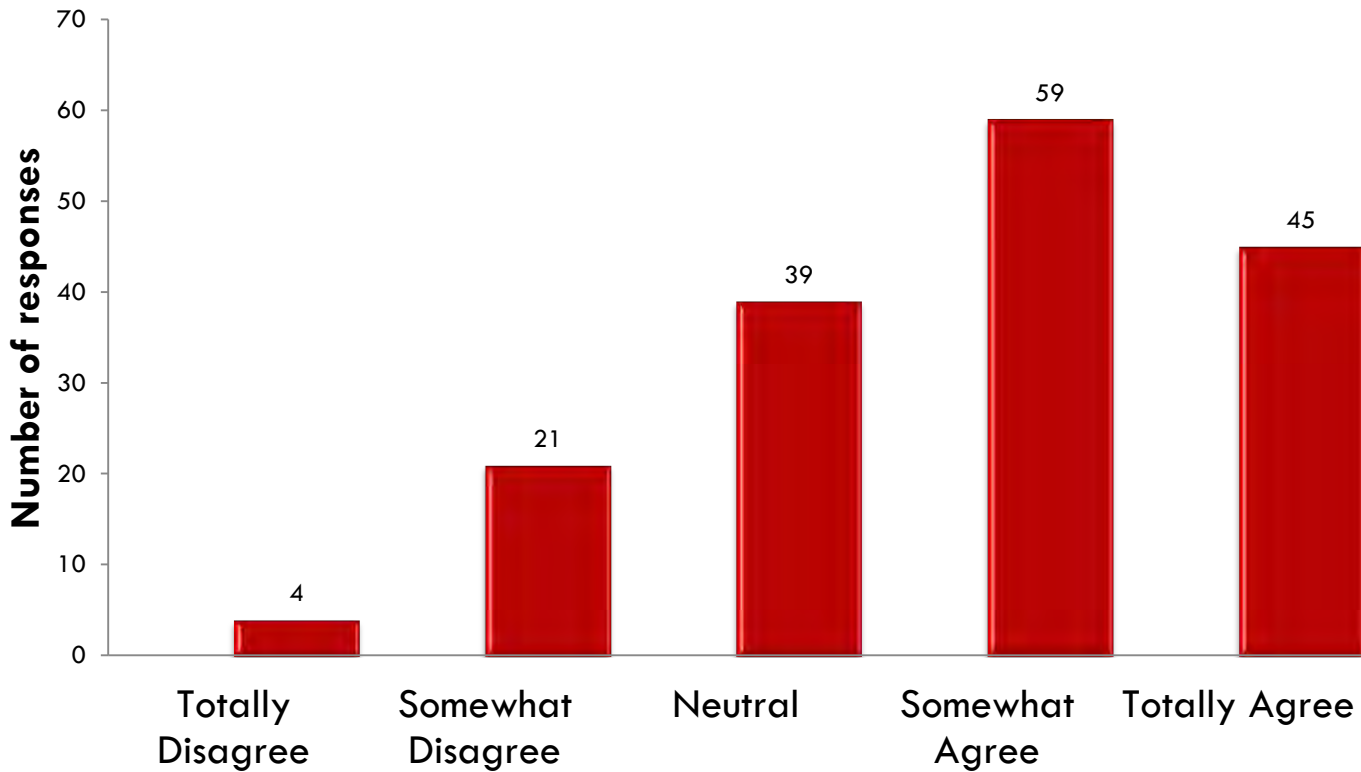
Question 6: I understand the potential consequences of violating the Code of Academic Integrity.



Question 7: The case studies were helpful and engaging.



Question 8: There were a reasonable number of case studies.



What was your least favorite aspect of taking this tutorial?

Common Concerns

(More than 100)

- Too much reading!
- The length

Occasional Concerns

(Less than 10)

- Taking the quizzes
- Too many case studies

Moving forward

- Increase piloting with students in the Spring 2013 semester
 - ▣ New USJ members, transfer students
- Get new Provost to create intro letter
- Work with Provost to have implemented as official requirement for class of 2017 and beyond
- Compare pre- and post- quiz scoring data

Special Thanks...

- The following people were instrumental to this project:
 - ▣ OSC:
 - Dr. Brenda Lutovsky-Quaye
 - M'Shae Alderman
 - Dr. Lucy LePeau
 - ▣ DRL:
 - Deanna Romero
 - Gidon Rosenthal



Questions?

Contact: James Bond, jebond@umd.edu, M'Shae Alderman, mla@umd.edu

Academic Integrity Training / Education Requirements for Students
Research Fall Semester 2013

BIG 10 SCHOOLS

Highlights

- None of our peer institutions in the Big 10 appear to have implemented mandatory academic integrity training for students across the board (one college within the University of Michigan requires that its students complete an online academic integrity tutorial).
- Several of our peer institutions do have online tutorials available to educate students (e.g. Penn State University, University of Wisconsin, Rutgers University)
- Several institutions outside of our Big 10 peer network use mandatory academic integrity tutorials (including UMBC, Georgetown University, Fordham University, University of Southern Florida)

Institution	Mandatory Training Program?	Description	Additional Information
University of Illinois	No	Many colleges at Illinois have “101” courses that discuss various topics related to becoming acclimated to the University. Academic Integrity issues are often discussed in such courses. Illinois recently unveiled a revamped academic integrity policy. As a result, administrators have been regularly presenting to students and student groups about how the process works and the importance of academic integrity.	Contact: Brian Farber Associate Dean of Students (217) 333-3680 bfarber@illinois.edu

Michigan State University	No	<p>Such training is being considered and may be implemented in the near future. They do require all students who have been reported for academic misconduct to go through rehabilitative training. A growing campus concern about protection of academic integrity is evidenced by the formation, last year, of the MSU Academic Integrity Consortium.</p>	<p>Contact(s):</p> <p>Robert Caldwell University Ombudsperson bob@msu.edu</p> <p>Shannon Lynn Burton Director, Academic Integrity Consortium sburton@msu.edu</p>
Northwestern University	No	<p>Northwestern offers an academic integrity guide for incoming students called “Academic Integrity: A Basic Guide.” Within the text, students are encouraged to read the booklet carefully, as they “will be held responsible for its contents” (p. 2). A non-exhaustive list of sanctions that may result from a violation of the principles of academic integrity is provided in the guide, as well.</p> <p>Link to guide: http://www.northwestern.edu/provost/policies/academic-integrity/full-policy.pdf</p>	<p>Contact:</p> <p>Ronald Braeutigam Associate Provost for Undergraduate Education braeutigam@northwestern.edu</p>

Purdue University	No	<p>They do review concepts of academic integrity in several of their new student orientation programs, with parents and family members, during the student led Boiler Gold Rush program (welcome week program), first year seminars, and individual class presentations.</p>	<p>Contact: Jeffery Stefancic Associate Dean of Students 765-494-1250 jpstefan@purdue.edu</p>
University of Wisconsin	No	<p>They do have an educational program (RAISE) for students who are found responsible for violations of academic integrity standards for their first time.</p> <p>http://raisestandards.com/</p> <p>Repeat offenders must attend a different integrity seminar. The cost is \$100 and is paid by the student unless a waiver is given for financial hardship.</p> <p>http://integrityseminar.org/</p>	<p>Contact: Tonya Schmidt Assistant Dean 608-263-5700 tschmidt@studentlife.wisc.edu</p>

University of Iowa	No	<p>This year, the university started a pilot study of assigning students to complete the Academic Integrity Seminar offered via: http://integrityseminar.org/</p> <p>They are using the course as a sanction (and not as a tool to first educate all students). They have been discussing how to educate all students, and as of fall 2013 they have decided that the lesson is most applicable from faculty before assignments or exams are due – delivered at the moment when students are most likely tempted to commit an act academic dishonesty.</p> <p>Iowa appears to be leaning away from implementing a blanket requirement, which they do have for sexual harassment and for alcohol education.</p> <p>They plan to analyze the results from using the seminar as a sanction. So far, the pilot results are positive, but they have to wait until the end of the spring 2014 semester to fully assess its impact.</p>	<p>Contact:</p> <p>Kathryn Hall</p> <p>Director, Academic Programs & Student Development</p> <p>319-335-2633</p> <p>kathryn-hall@uiowa.edu</p>
Indiana University	Unsure	Nothing on website to suggest a mandatory AI tutorial.	

University of Michigan	Yes, but only for one college within the institution	<p>The College of Literature, Science, and the Arts (LSA) developed an online tutorial required for all new students, including transfers. The response rate is 97%. LSA is quite a large college with over 100 degree programs and 75 academic departments and programs. It is the largest college on campus and has approx. 18,000 students. There is no penalty for not completing the quiz.</p> <p>They track who takes the tutorial electronically and for the very small number that have not taken it by the first week of class, a reminder is sent out with a warning from the Office of Undergraduate Education.</p> <p>LSA appears to be the only college with an online tutorial, and there are no plans to make this a University-wide requirement. In addition, the college's Student Honor Council has created a series of integrity workshops for all first-year students enrolled in first-year writing class, which is a college-required course.</p>	<p>Contact:</p> <p>Esrold Nurse Assistant Dean for Undergraduate Education 734-764-7297 eanurse@umich.edu</p>
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University of Minnesota	No	The Office for Student Conduct delivers PowerPoint presentations to students and gives handouts from their office during orientation. There is no online tutorial to educate students.	<p>Contact:</p> <p>Sharon Dzik</p> <p>Director for the Office for Student Conduct and Academic Integrity</p> <p>612-624-6073</p> <p>sdzik@umn.edu</p>
Ohio State University	No	Students in the various colleges or enrollment units take a mandatory University survey course and many of the advisors who teach those courses include a segment on academic integrity and the code of student conduct in that course. The formats vary at the discretion of the course offering units—some write case studies, others are more informational about the code of student conduct and the student conduct process (PowerPoint presentations).	<p>Contact:</p> <p>Kathryn Corl</p> <p>Coordinator, Committee on Academic Misconduct</p> <p>614-247-1822</p> <p>corl.1@osu.edu</p>

Rutgers University	Yes	<p>All new students must take an integrity tutorial and quiz during their first semester at Rutgers. Students are notified of the tutorial responsibility during orientation and in first year and transfer seminars. All students are entered into a site on Blackboard to take the tutorial and quiz. A staff member in the Office of Student Conduct tracks how many students have completed it. While it is theoretically mandatory, Rutgers does not have a mechanism to hold students accountable.</p> <p>The Office of Student Conduct asks faculty members teaching first year and transfer seminars to include completion of the tutorial as a part of class requirements. The Office of Student Conduct also works with the International Office and the Writing Program to see if they can add the tutorial to their programs.</p> <p>http://academicintegrity.rutgers.edu/</p> <p>http://library.camden.rutgers.edu/EducationalModule/Plagiarism/</p> <p>http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html</p>	<p>Contact:</p> <p>Anne Newman</p> <p>Director, Office of Student Conduct</p> <p>732-932-9414</p> <p>amnewma@echo.rutgers.edu</p>
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University of Nebraska-Lincoln	Unsure	Nothing on website to suggest a mandatory AI tutorial.	
Penn State University	No	<p>General Link: http://tlt.psu.edu/plagiarism/student-tutorial/</p> <p>Workshops: http://istudy.psu.edu/tutorials/academicintegrity/</p>	<p>Contact: Karen Feldbaum Associate Director, Office of Student Conduct 814-863-0342 kxf6@psu.edu</p>

OTHER INSTITUTIONS

Georgetown University	Yes	<p>Completion of an online tutorial is required of all first-year and transfer students and must be completed by the first week of October, prior to pre-registration for the spring semester.</p> <p>More information:</p> <p>https://www.library.georgetown.edu/tutorials/academic-integrity</p> <p>Visitor Mode Tutorial:</p> <p>https://www4.georgetown.edu/uis/keybridge/keyquiz/slides/index.cfm?Action=Preview&Mode=takeQuiz&quizID=43</p>	<p>Contact:</p> <p>N/A</p>
Northern Illinois University	No	<p>They do have an AI tutorial, but it is not mandatory. It is usually only taken by students as a sanction for committing an act of academic dishonesty.</p> <p>http://www.niu.edu/ai/students/</p>	<p>Contact:</p> <p>Jeanne Meyer, J.D.</p> <p>Director, Community Standards & Student Conduct</p> <p>815-753-1571</p> <p>jeanne@niu.edu</p>

Fordham University	Yes	<p>All incoming freshmen must complete and pass the Academic Integrity Tutorial by a published deadline in order to receive a special six-digit advising PIN needed to register for the spring semester.</p> <p>The tutorial is an online presentation designed to help students understand issues related to academic integrity in general, and the Undergraduate Policy on Academic Integrity in particular. It explores what it means to plagiarize, cheat, and misrepresent scholarly work with examples and interesting illustrations. The tutorial provides strategies that can be used to improve academic efforts and avoid committing academic offenses.</p> <p>As an example, the deadline for completing the tutorial for 2013-2014 is Friday, October 4, 2013. The tutorial is accessed through blackboard and students do not need to complete the tutorial in one sitting. The program will save progress so that when students come back at a later date they are able to pick up where they left off. All answers are randomized, so they will need to re-read the question and answers each time. The tutorial consists of 8 chapters and takes approximately one hour to complete.</p> <p>http://www.fordham.edu/academics/handbooks_publicati/undergraduate_academ/academic_integrity_t/</p>	<p>Contact:</p> <p>N/A</p>
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<p>University of Maryland, Baltimore County (UMBC)</p>	<p>Yes, for graduate students only</p>	<p>The academic tutorial was developed by The Graduate School and is required of all entering graduate students. Before the end of the second week of classes at UMBC, each new graduate student is required to take and pass the Academic Integrity tutorial. Each of 20 questions has a score of 5, and a passing score is a total of 80 or higher; therefore, only a maximum of 4 of the 20 questions may be answered incorrectly. Failure to complete the tutorial and pass the test will result in the student's registration being blocked for future terms. When the student is ready to begin the tutorial, the student must login to Blackboard at www.umbc.edu/blackboard</p> <p>Dr. Barbara E. Lovitts, a national authority on issues of higher education, who was at the time affiliated with the University of Maryland, College Park, developed the tutorial in 2003 for UMBC.</p> <p>Link to the online tutorial:</p> <p>http://www.umbc.edu/gradschool/essentials/proc_academic_integrity.html</p>	<p>Contact:</p> <p>The Graduate School at UMBC</p> <p>410-455-2537</p> <p>umbcgrad@umbc.edu</p>
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University of Southern Florida (USF)	Yes	<p>The Academic Integrity Tutorial is administered by the Dean’s Office, Undergraduate Studies. All new Freshmen are required to complete all five quizzes in the online Tutorial and earn an overall score of at least 80%. Students are informed at Orientation that they must complete the Academic Integrity Tutorial.</p> <p>At this time, USF does not place any holds on students’ records if they do not complete the tutorial. There are no formal penalties for not completing the tutorial. However, USF is considering adding a required 1-2 hour University Experience course that would include completing this and other Life Skills tutorials for those remaining students who did not complete the tutorial in their first semester. USF administrators run reports to identify the students who have not yet completed the tutorial and they follow-up with an email reminder and deadline.</p> <p>http://usfweb2.usf.edu/ethics/splash.html</p>	<p>Contact:</p> <p>Liz Melton Academic Services Administrator 813-974-6986 melton@usf.edu</p>
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<p>University of Southern California (USC)</p>	<p>Yes, but only for students who are found responsible for violations (faculty members can also choose to make it a mandatory part of their classes)</p>	<p>At the start of every semester, the Office of Student Judicial Affairs and Community Standards conducts academic integrity seminars with incoming students to familiarize them with the academic integrity rules. They present and discuss the facts from actual cases they have investigated, and discuss the consequences for violations. Students risk being given an “F” in the course if they are found in violation of academic integrity rules. Second offenders and graduate students risk not only an “F” in the course, but also a one year suspension from the University.</p> <p>Below is the link to an academic integrity tutorial that the office mandates for students who are found responsible for violations of academic integrity standards.</p> <p>http://www.usc.edu/libraries/about/reference/tutorials/academic_integrity/index.php</p> <p>Upon completion of the tutorial, students must successfully complete an assessment, and submit a printed certificate to the Office of Student Judicial Affairs and Community Standards by a given deadline.</p> <p>Some academic units and individual faculty members also have their students complete the academic integrity tutorial at the start of a semester, and sign individual statements confirming completion, to assure that their students are aware of the standards of academic integrity and</p>	<p>Contact:</p> <p>Donna Budar-Turner</p> <p>Assistant Director</p> <p>Student Judicial Affairs and Community Standards</p> <p>213-821-7373</p> <p>budartur@usc.edu</p>
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		resources available on campus. USC has found that faculty members also feel more confident moving forward with reports of violations when they know the student was well-aware of the rules.	
University of New Mexico	No, although there is a non-mandatory tutorial available as a resource for students	<p>UNM does inform students about the Center for Academic Program Support (CAPS) http://caps.unm.edu/ and the Graduate Resource Center https://unmgrc.unm.edu/workshops/ when they seem to struggle with their writing.</p> <p>UNM does not currently have any type of mandatory tutorial that is given as an education sanction for students that are involved in academic integrity issues.</p> <p>The following link is a non-mandatory academic tutorial that is made available as a resource for students:</p> <p>http://grad.unm.edu/current-students/aire/ai-tutorial.html</p>	<p>Contact:</p> <p>Robert Burford Dean of Students 505-277-3361 rburford@unm.edu</p>
University of North Carolina, Chapel Hill	Unsure		

University of California, Los Angeles (UCLA)	Yes, for international students only	<p>UCLA requires all incoming international students to go through an online academic integrity workshop/module as a part of their orientation.</p> <p>UCLA recognizes that international students may have been taught from a different philosophy/perspective within their countries regarding academic integrity; thus, UCLA wants them to be prepared and understand the expectations in which it has set forth at the institution.</p> <p>In collaboration with the international student office, there is a system in place that verifies if a student has completed the online orientation (including the academic integrity workshop). Therefore, if it is determined that a student has not completed the mandatory components of orientation, a registration hold is placed on the student account, which prevents the student from enrolling in courses.</p>	<p>Contact:</p> <p>Kevin Dougherty</p> <p>Assistant Dean of Students</p> <p>310-825-3871</p> <p>kdougherty@saonet.ucla.edu</p>
University of California, Berkeley	No	N/A	<p>Contact:</p> <p>Hallie Hunt</p> <p>Director, Center for Student Conduct and Assistant Dean of Students</p> <p>510-643-9069</p> <p>hallie.hunt@berkeley.edu</p>

