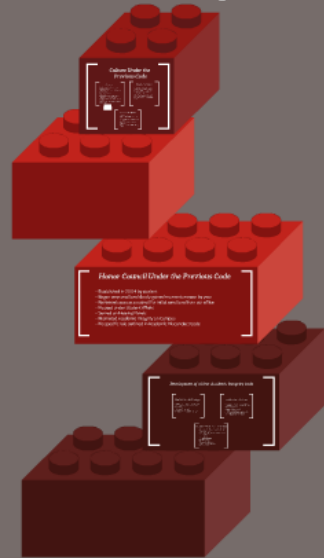


History



Success & Challenges



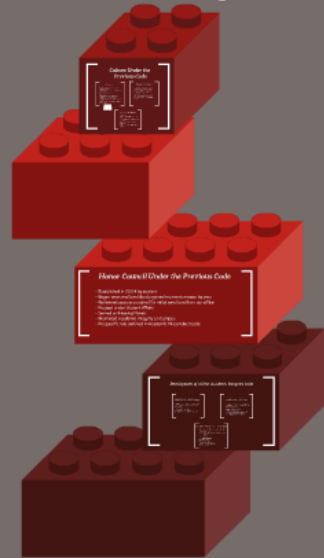
Remedial Sanctions



Developing A University-Specific Academic Integrity System



History



Success & Challenges



Remedial Sanctions



Developing A University-Specific Academic Integrity System



The University of Oklahoma

- Norman, OK
- Est: 1890
 - Statehood: 1907
- Public Institution
- 13 Colleges
 - including Law and Health Sciences Center
- Campuses include Norman, Oklahoma City, and Tulsa
- Norman Campus Enrollment:
26, 932 (Undergrad: 21,314 Grad: 5, 618)



History

Culture Under the Previous Code

History of the Honor Council under the previous code. This slide contains a table with two columns: 'Strengths' and 'Weaknesses'. The 'Strengths' column lists 'Housed under Student Affairs' and 'Served on Hearing Panels'. The 'Weaknesses' column lists 'Promoted Academic Integrity on Campus' and 'No specific role outlined in Academic Misconduct Code'. There is also a small section for 'The Honor Council' with a list of members.

Honor Council Under the Previous Code

- Established in 2004 by student
- Began very small and slowly gained momentum year by year
- Reviewed cases as a council for initial sanctions from our office
- Housed under Student Affairs
- Served on Hearing Panels
- Promoted Academic Integrity on Campus
- No specific role outlined in Academic Misconduct Code

Development of a New Academic Integrity Code

Development of a New Academic Integrity Code. This slide contains a table with three columns: 'Problems to be Changed', 'Initial Action Items', and 'Final Action Items'. 'Problems to be Changed' includes 'Lack of clarity in the current code', 'Lack of consistency in the current code', and 'Lack of student input'. 'Initial Action Items' includes 'Conduct a survey of student opinion', 'Conduct a survey of faculty opinion', and 'Conduct a survey of staff opinion'. 'Final Action Items' includes 'Finalize the code', 'Implement the code', and 'Monitor the code's effectiveness'.

Remedial

Do You Understand Integrity?

- "Integrity is being true to yourself"
- "Integrity is being true to others"
- "Integrity is being true to the truth"
- "Integrity is being true to the law"
- "Integrity is being true to the community"

- Class 1: Introduction and Review of Academic Integrity
- Class 2: Academic Integrity at Eastern University Campus
- Class 3: Academic Integrity at Eastern University Campus
- Class 4: Learning Styles and Making Personal Action
- Class 5: The Psychology of Cheating
- Class 6: The Psychology of Cheating
- Class 7: The Psychology of Cheating

Culture Under the Previous Code

Adversarial

- Professors were both reporters and prosecutors of case
- Varied levels of assistance in Colleges and Departments
- "I'll see you in court!"
- More settlements
- Devolved into Motion Practice due to significant attorney involvement
- Difficult to address inadvertent cheating in system
- "Turf Wars" between academic side and student affairs

Characterized by Delay

- Students were required to meet with Student Affairs, then their College, a recommendation for the sanction was then made to Provost, and then a sanction was issued
- Made it difficult & time-consuming for students who simply wished to admit
- Cases dismissed due to administrative delay

Poor Remedial Options

- Shelf-Reading
- Option to place students in Ethics course
- No good alternatives for inadvertent cheating
- Require students to meet with professors
- Require students to visit the Writing Center



Adversarial

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Development of a New Academic Integrity Code

Motivations for Change

- Adversarial Nature of System
- New Resources
- Student Support
- Don McCabe 2004 Study

Institutional Actions

- Support from Provost Office
- Faculty Senate
- Regent Approval
- Study of other programs in the Big XII Conference

Highlights of the Academic Integrity Code

- Creation of the Office of Academic Integrity Programs in 2009
- Codification of Integrity Council Involvement
 - Investigations
 - Hearings
 - Remedial Course
- Standard of Proof
- "Reasonable Student"
- Admonition v. Full Violation
- Grade penalties

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Remedial Sanctions

Under the Previous Code

Student
gained momentum year by year
for initial sanctions from our office
on campus

Academic Misconduct Code

Development of a New Academic Integrity Code

Procedures for Change
National Honor Society
New Chapter
On the Honor Code team

Institutional Actions
Systemic Change
Faculty Senate
University of other programs
to help with this

Academic Integrity
Academic Integrity
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Academic Integrity
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Academic Integrity
Academic Integrity
Academic Integrity
Academic Integrity

Do You Understand Integrity?

Thompson on Integrity in Times of
Crisis
Crisis
Admission by OIA
Differences in perception
Limited to Undergraduate
Non-compliance results in suspension

Lesson Plan

Class 1 - Introduction and Purpose of Reporting Academic
Misconduct: Department of Management Science
Class 2 - Academic Culture on a University Campus
Homework: Academic Conduct Observations
Class 3 - Academic Integrity and OIA: What is Wrong?
Homework: Analyzing different cases of Honor Cases
Class 4 - Learning Styles and Assigning Perceptions
Homework: High School Presentation Reflection Paper &
Presentation and Time Management Exercise
Class 5 - The Power of Cheating
Homework: The Spontaneous Effect Reflections
Class 6 - The Big Picture: Why Integrity Matters
Homework: Letter to a Student

Perspectives on Authorship

Authorship
The authorship
The authorship
The authorship
The authorship
The authorship
The authorship
The authorship
The authorship
The authorship

1. Focus on training students to write
at the college level
2. Offered to both Graduate and
Undergraduate students
3. Non-compliance may result in
suspension or retake

Authorship
The authorship
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Success

Increased Reporting
- New to 2013, only exceeded 100 reports
- 2013-2014: 100 Reports
- 2014-2015: 100 Reports
- 2015-2016: 100 Reports
- 2016-2017: 100 Reports
- 2017-2018: 100 Reports

Increased Buy In
- All members of faculty in PA University
community learned with the Office of Academic
Integrity Programs in report request
procedures, etc.
- All members of faculty in PA University
to work with the Office of Academic Integrity
Programs

Success

Student Involvement through the Integrity Council
- More than 70 members
- Comprised of students from a variety of
regions, backgrounds, student
organizations, levels of success, etc.
- Variety of duties
- Investigations
- Hearings
- DUJI
- Outreach
- Student Voice of Academic Integrity
- Membership Recruitment and Selection
- Human Capital

Success

- Improved dialogue
- Increased campus presence
- Increased community visibility
- Improved remedial sanctions
- Independence and Centralization
- Ability to target particular populations*

Challenges

- Victims of our own success
- Student-run system requires
 - oversight
 - training
 - flexibility
- Student Reporting: Validity, Time, Participation
- Encouraging Reporting
 - Sovereign Faculty - Community Values/Service to Colleagues

Do You Understand Integrity?

- "Perspectives on Integrity" on Transcript
- Credit-bearing, Pass/Fail
- Administered by OAIP
- Offered as sanction only
- Limited to Undergraduates
- Non-Compliance results in suspension

Structure

- Multiple sections meet weekly at separate times
- Six, 2-hour class
- Includes community service/high school presentation
- 10-12 students per section
- NOT online
- Mandatory attendance
- Required to meet with Peer Educator in between classes

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- Six, 2-hour class
- Includes community service/high school presentation
- 10-12 students per section
- NOT online
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Lesson Plan

Class 1 – Introduction and Focus on Plagiarism Avoidance

Homework: Completion of plagiarism tutorial

Class 2 – Academic Culture on a University Campus

Homework: Academic Conduct Observations

Class 3 – Academic Integrity at OU: Why It Works

Homework: Analyzing different University Honor Codes

Class 4 – Learning Styles and Avoiding Procrastination

Homework: High School Presentations/Reflection Paper & Procrastination and Time Management Exercises

Class 5 – The Psychology of Cheating

Homework: The Bystander Effect Reflections

Class 6 – The Big Picture: Why Integrity Matters

Homework: Letter to a Stakeholder

Perspectives on Authorship

Assessment

- Pass/Fail grade
- Multiple drafts of 5-8 page paper
- Face-to-face meetings, including an exit interview
- Institutional sanction ordinarily reduced to admonition (warning) upon completion
- Re-take the course if needed
- Suspension for non-compliance

i. Focus on training students to write at the college level

ii. Offered to both Graduate and Undergraduate students

iii. Noncompliance may result in suspension or retake

Partnerships for Both Courses

Writing Center

- Visit the facilities and learn about assistance

OU Libraries

- Visit and practice research skills

Center for Student Advancement

- Identify individual learning styles

First-Year Composition

- Provides basic writing skills taught at the freshmen level

Charitable Organizations

- Permits opportunities for community service projects

Local High Schools

- Students give presentations on college readiness to Seniors

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Success & Challenges

Remedial Sanctions



Success

- Increased Reporting
 - From 2008 to 2018, Integrity received 300 reports
 - 2018-2019: 201 Reports
 - 2019-2020: 195 Reports
 - 2020-2021: 242 Reports
 - 2021-2022: 242 Reports
 - 2022-2023: 212 Reports
- Increased Impact
 - Willingness of members of the University community to speak out on the Official Remedy-Integrity Program, or report, or seek accommodations
 - Willingness of members of the community at large to speak out on the use of Academic Integrity Programs

Success

Student involvement through the Integrity Council

- More than 70 members
- Composed of students from a variety of majors, backgrounds, student organizations, levels of success, etc.
- Variety of issues
 - Investigations
 - Hearings
 - OTD's
 - Outreach
 - Student Voice of Academic Integrity
 - Membership Recruitment and Selection
 - Human Capital

Success

- Improved dialogue
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- Ability to target particular populations*

Challenges

- Victims of our own success
- Student-run system requires
 - oversight
 - training
 - flexibility
- Student Reporting: Validity, Time, Participation
- Encouraging Reporting
 - Sovereign Faculty - Community Values/Service to Colleagues

Success

Increased Reporting

- Prior to 2009, rarely exceeded 200 reports
- 2010-2011: 292 Reports
- 2011-2012: 380 Reports
- 2012-2013: 476 Reports
- 2013-2014: 520 Reports
- 2014-2015: 602 Reports
- 2015-2016: 522 Reports

Increased Buy-In

- Willingness of members in the University community to work with the Office of Academic Integrity Programs, i.e. report, request presentations, etc.
- Willingness of members of the community at large to work with the Office of Academic Integrity Programs

Success

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<http://integrity.ou.edu/videos.html>



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Questions? Contact Us!

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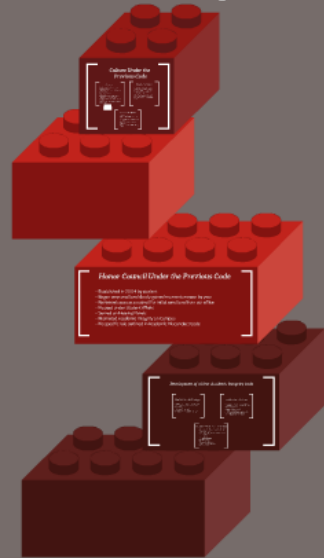
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Success & Challenges



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