Developing A University-Specific Academic Integrity System
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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)
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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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

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
Motivations for Change

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Remedial Sanctions

Under the Previous Code

Do You Understand Integrity?

Development of a New Academic Integrity Code

Perspectives on Authorship

Success

Challenges

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

- Skill set of our own success
- Student success in research
during internship
- Non-traditional student
- Research participation in a
- "Research-Heavy"/Community service binding 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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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 facility and learn about assistance
  - ESL classes
- Library
  - Visit and practice research skills
- Center for Student Development
  - Identify individual learning styles
- First Year Composition
  - Provides basic writing skills taught at the freshmen level
- Charitable Organizations
  - Internship opportunities for community service projects
- Local High Schools
  - Students give presentations on college readiness topics
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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
Success & Challenges

Global Sanctions

Success
- Improved dialogue
- Increased public presence
- Increased community viability
- Improved financial oversight
- Independence and Centralization
- Ability to target particular populations

Challenges
- Victims of our own sanctions
- Global economic impact
- Unrest
- Inefficiency
- Inadequate planning, visibility, time, participation
- Expanding sanctions
- Sovereignsanctions - 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

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

http://integrity.ou.edu/videos.html
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
Questions? Contact Us!

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