Going Remote with Integrity 3.0: Your Academic Integrity Policy Gone Virtual

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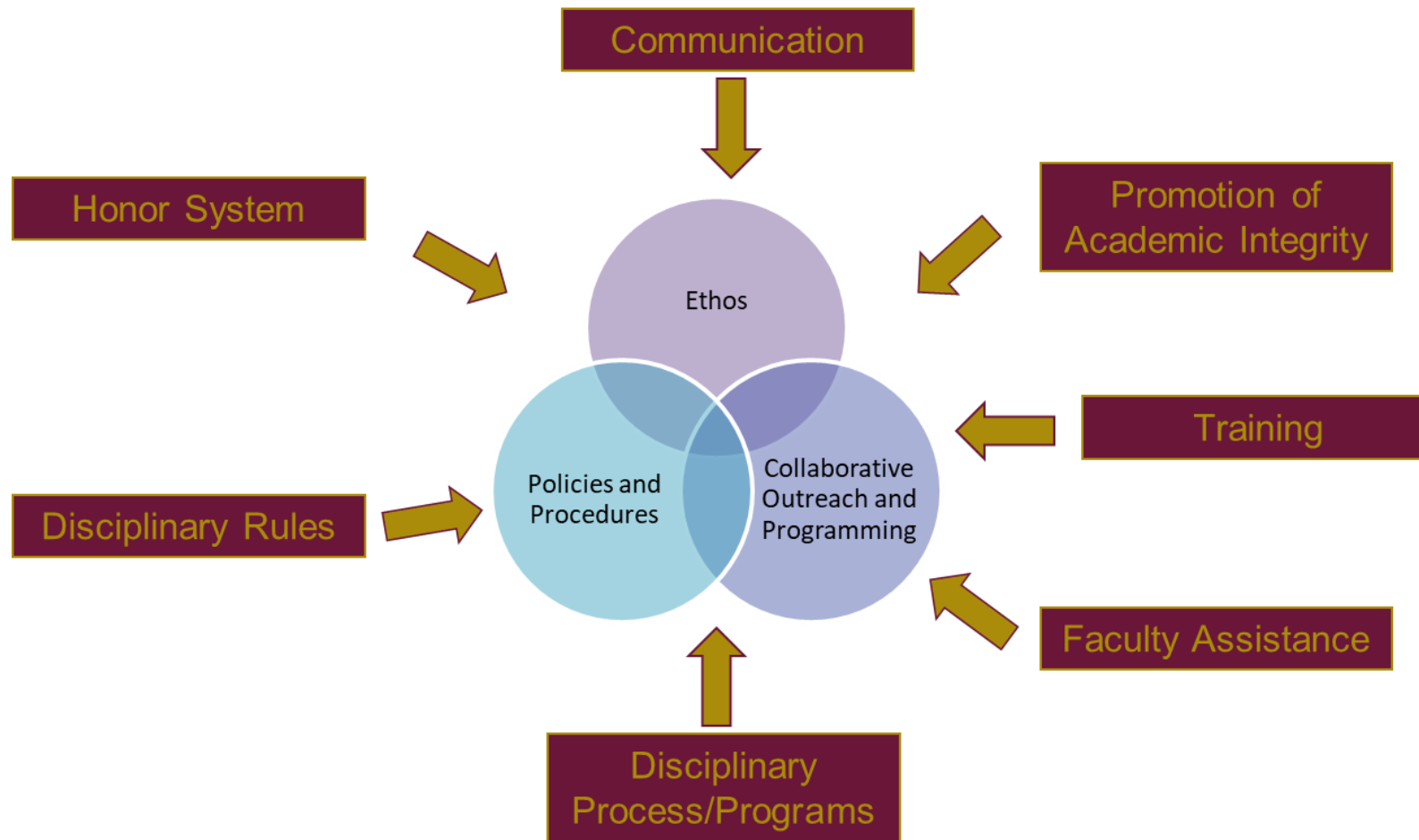
Caveat to Presentation

- True Promotion of Academic Integrity Involves a Coordinated Campus Conversation
  - Faculty, Students, Staff, and Administration
- Most Successful Approach Depends on Campus Culture
- Current Presentation Discusses General Strategies
  - From Research and Practice

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Learning Centered Approach

Learning Centered Approach

Ethos

- Ethos: Culture and Value System
  - Academic integrity is something to be revered, honored, upheld
- Promotion of Academic Integrity
  - More important than "stopping cheating"
  - Demonstration of personal commitment and connection to careers of students
  - Community of Trust
  - Authentic Learning
- Engage Faculty and Students
  - Heart and soul of academic integrity efforts

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Ethos Cont.

- Importance of Student Reporting
    - Did not Require Reporting: Why
    - Value of Degree: Corporation Example

- Importance of Faculty Reporting
    - Risk Reward Relationship
    - Reinforcing System
    - Operating Within Policy and Procedures
    - Central Location: Multiple Violations

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Learning Centered Approach

Ethos

Collaborative Outreach and Programming
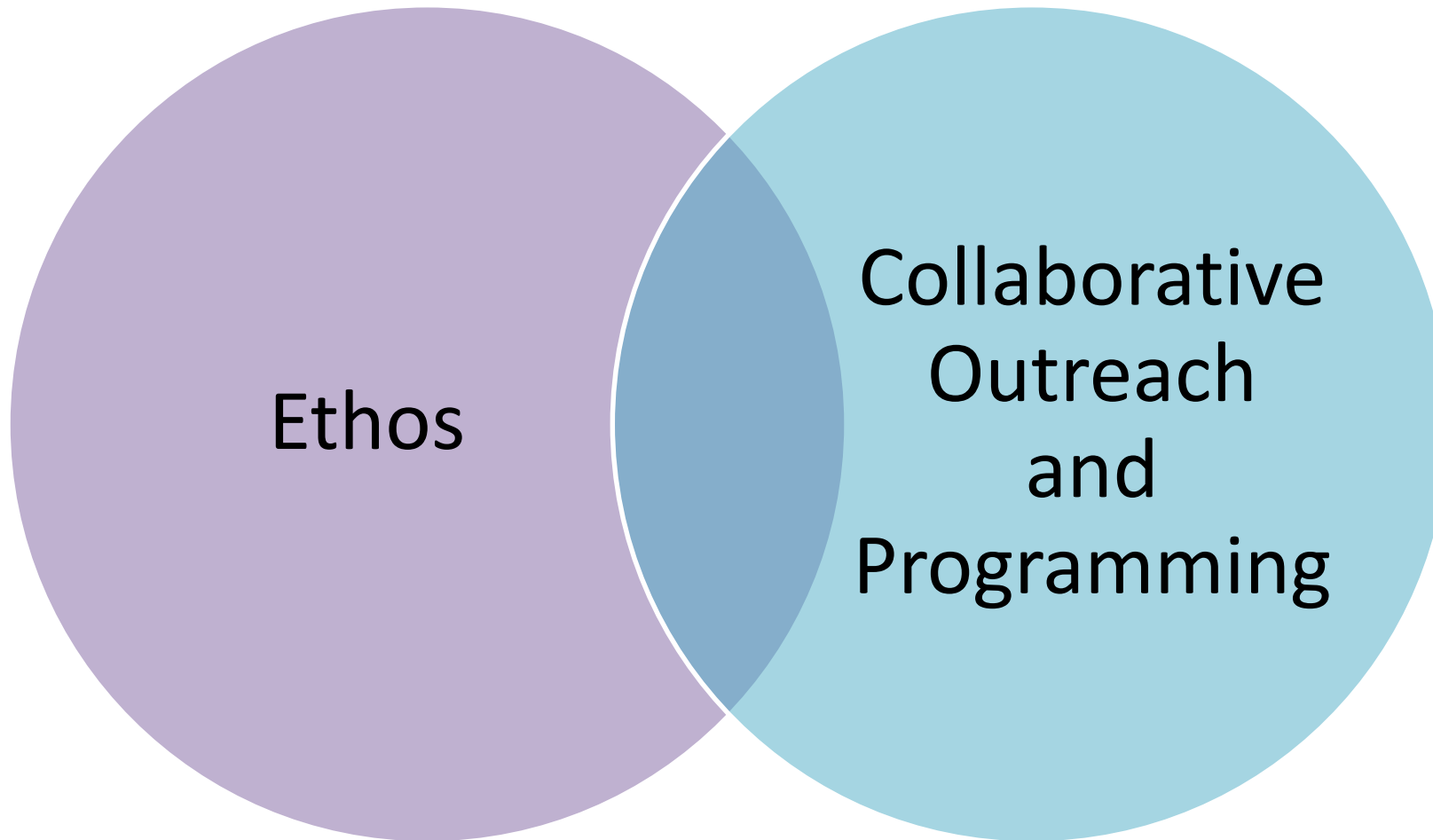
Faculty Assistance

- Promote and Contribute to "Keep on Teaching" Websites

- Partner with Centers for Teaching and Learning

- Be a Resource for Prevention

    - Periodic Emails to Faculty

    - Webinars for Faculty

    - Promote ICAI Webinars

    - Provide Strategies for Administering Online Exams

    - Virtual "Office Hours" for Questions

Student Outreach

- Promote Keep on Learning Websites
- Tips for Learning in the Online Environment
- Tips for Avoiding Academic Misconduct
- Compassionate Resource for Students
- Periodic Emails to Students
- Publish Case Data in Student Newspaper & Website
- Communicate New Campus Policies (Pass/Fail, Withdrawal)
  - Reduce Student Anxiety
- Virtual Honor and Understand the Code Sessions

Consider how you might promote and support academic integrity to the campus community.

Learning Centered Approach
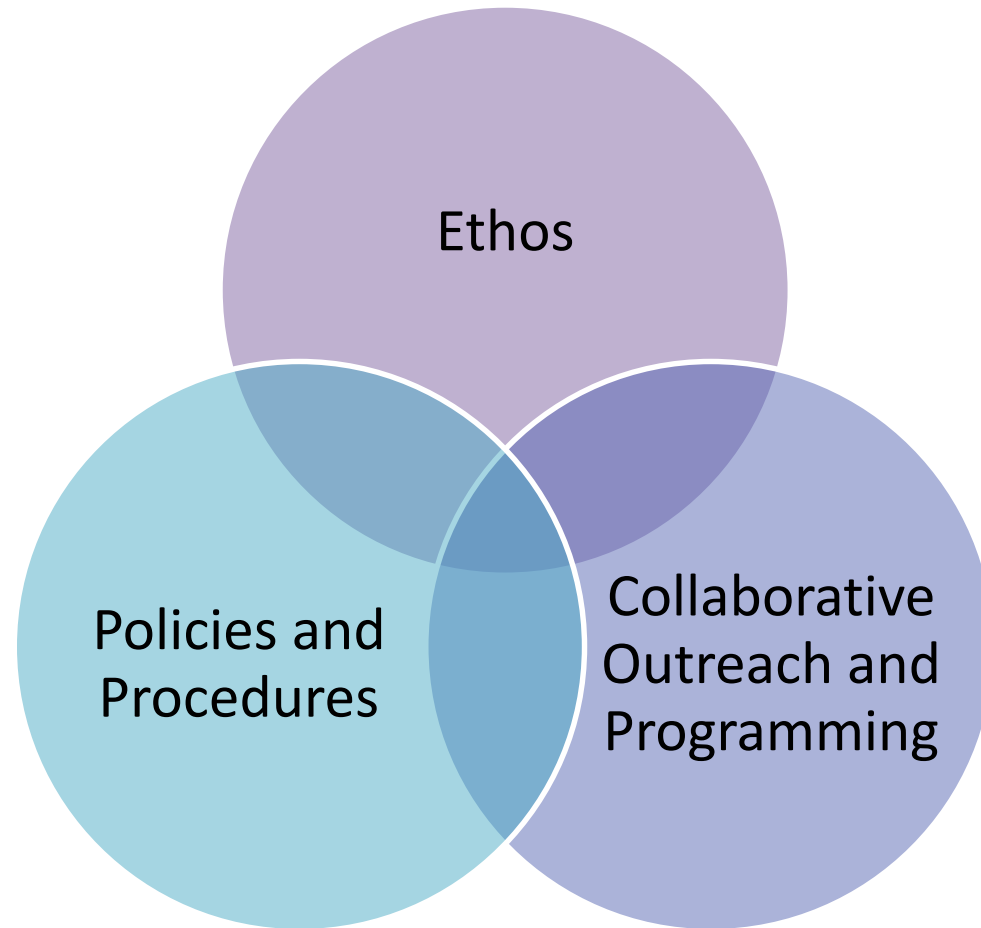
Overall Process

- Understand Today's Climate: Compassionate

- Student Centered, Learning Focused

- Cultivate Deep Reflective Thinking

- Encourage Honesty

- Mixed Approach: Not all cases require a hearing.

  - Mediation, Restorative Justice, Agreed Resolution, Faculty Student Resolution, Facilitated Discussion, Formal Hearings

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The rapid evolution of the COVID 19 pandemic requires Virginia Commonwealth University (VCU) to accelerate its response to this unprecedented situation. In order to maintain our commitment to student success, we are considering a variety of options to assist students as they move from on-campus instruction to distance education (mostly remote, online) **in all of the courses for the Spring 2020 semester.** One, of several, options being implemented is to expand the Pass/Fail grade option for students.

Considerations For Change

- Formal Changes
  - Policy
  - Operational Procedures
- Interim Measures
  - Potential Changes
  - Don't Change (standards of evidence or definitions)
- Due Process & Confidentiality Discussion

What You Can Change Now

- Pre "Process Review"
- Resolution Process Options: Not All Cases Require Hearings
  - Faculty-Student Resolution (Mississippi State)
  - Administrative Resolution
  - Facilitated Discussion (VT & UGA)
  - Hearings: Maintain Campus Intent
    - Students in majority
    - Faculty in majority
    - Administrators
- Sanctions
- Extending Time limits
- Language that Provides Flexibility: Understand Due Process

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Due Process

- What is due process?
  - *Dixon v. Alabama State Board of Education* (1961)
  - *Esteban v. Central Missouri State College (1967)*
  - *Goss v. Lopez (1975)*
- Specific Procedural Protections
  - Notice (Charges, Evidence, Date, Time, Location, 2-10 days for preparation)
  - Hearing
  - Decision
  - Sanction
  - Record
  - *(Review or Appeal)*

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Specific Procedural Protections

- The Review or Appeal
  - Law doesn't require the right of appeal; however, most universities allow for an appeal to be launched.
  - Does not have to be a second hearing. Could be a second look at the evidence , and sanction.
  - Appeal is usually started by the student.
    - The sanction is suspended until the appeal has been heard.
- Avoid:
  - Automatic Appeal Burdensome
    - Shows a lack of confidence in disciplinary process
  - Multiple Levels of Review

Investigation and Case Resolution

Consistent Communication

- When Case is Received
- When Investigation Starts
- After Meetings
- If Delays Occur
- Case Resolved
- Hearings being Scheduled
- Case Resolved
- How Did We Do Survey

Hearing Process

Consider

- Notification of Students
- Do Policy Restrictions on Hearings Exist (Location? Online? Telephone?)
- Panel Membership

Consider Unique Challenges

- Digital Divide
  - Internet Access
  - Computer Access
- Language Barriers
- Telephone Access
- Others?

Hearing

- Conduct Training with Board Members

  - Update hearing script

- Discuss Confidentiality

- Require Headphone Usage

- Practice with Panel Prior to Hearing

Hearing

- Sharing Documents: Fundamental Fairness
- Confidentiality
- Handling Advisors: Who else in the room
- Consider Delaying Hearings @ Student Request

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Hearing

- IT Person
- Pre-meeting with student and instructor
  - Plan how witnesses will access hearing
  - Practice
- Headphone Usage
- Include Telephone Option

Hearing

- Wait Room
- Breakout Rooms (for student and advisor)
- Control Screen Sharing
- Raise Hand Feature
- Remember to Record (if you normally do)
- Who allows people into hearing?

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Hearing

- Dismiss Participants Before Deliberation
- Share standards for deliberation with panel

Sample Hearing Process

Academic Integrity Hearings

- Committee: Hearing Board
  - Faculty
  - Students
  - Staff
- Non- Voting Chairperson
- Consider Voting Majority

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Hearings Cont.

- Committee's Responsibility: Decision (2 Parts)
- The committee must decide if the student is responsible for academic misconduct
  - Is it more likely that the student committed academic misconduct than not? This is based solely on the facts presented.
- If the student is responsible, the committee must decide on a sanction
  - Range: No Sanction to Expulsion

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Appeal Hearing Request

- Substantial new and relevant evidence not available at the time of the original hearing.
- Substantial new and relevant evidence is information which was not available prior to or during the formal hearing. This is not information that a student chose not to share or obtain during a hearing.
- Procedural irregularities.
- **The sanction is not commensurate with the violation.**
  - **These are not sanctions that a student disagrees with, but rather sanctions that are not consistent with one's conduct or case precedent.**
- The finding of responsibility is inconsistent with the facts presented in the hearing.

Consider

- Sanctions
- Creative Educational Responses
- Online

Academic Integrity & Success Learning Module

- Academic Integrity & Student Success Learning Module.

- Over 10,000 students have completed the module.
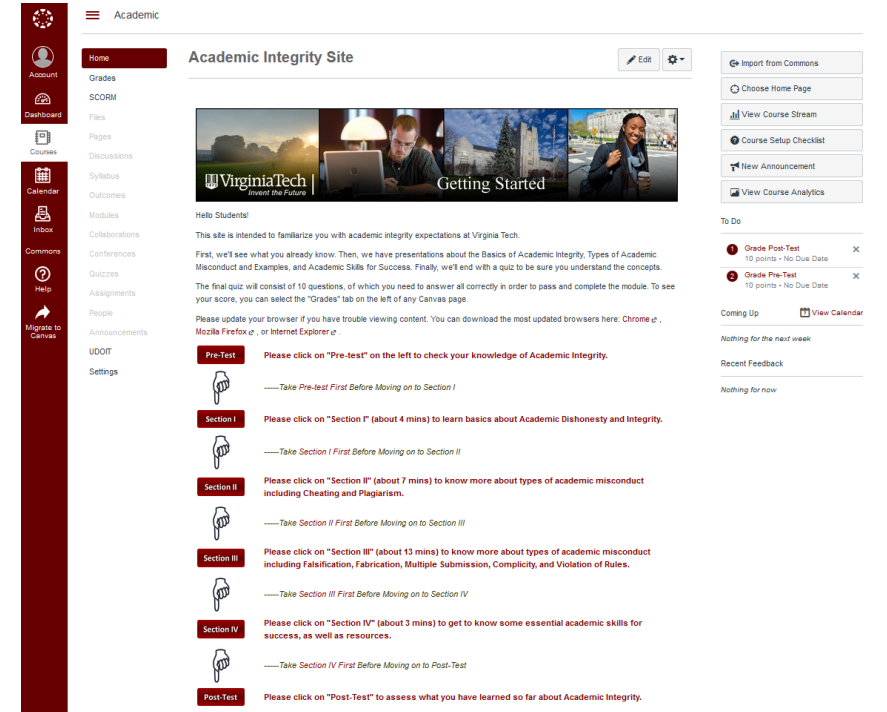
Alternatives to Hearings

- Administrative Hearings

- Faculty/Student Resolution

- Peer-to-Peer Adjudication

- Guided/Facilitated Discussions

Learning Centered Approach

- Hearing Panels Are Often Adversarial
- Educational Conversations
- Teachable Moment
- Faculty-Student Facilitated Conversation when Necessary
- Allow for Due Process

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4-Step Model

- Engage
- Identify
- Reflect
- Action

Sample Process

Reporting and Adjudication

- Reporting Violations
- All members of the University community may report violations of the Honor Code
- Reports may be made to an instructor, the Honor System or the appropriate university official
- Faculty-Student Resolution Process
- Hearing

Faculty-Student Resolution

- Scenario (Discovery of Alleged Violation)
- Contact Student UHS to Request Authorization
- UHS Typically Provides Case Facilitator
- Meeting Scheduled
- Accept Responsibility
  - "I acknowledge committing the violation of the Honor Code and accept the sanction (s) recommended by the faculty member."

Faculty-Student Resolution

- Accept Responsibility
  - "I acknowledge committing the violation of the Honor Code but do not accept the sanction (s) recommended by the faculty member."- Request hearing

- Do Not Accept Responsibility
  - "I do not acknowledge violating the Student Honor Code." – Request hearing

Faculty-Student Resolution

- Request Referral to UHS
  - "I would like to speak with a representative from the Undergraduate Honor System prior to completing this form"

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Monitor

- Timely Resolution of Cases
  - Case Flow Evaluation
- Fairness
  - Distributive
  - Procedural
  - Interactional
- Process and Procedures Survey
- Include in Annual Report

References

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- Wood, N. & Wood, R. (1996). Due process in student discipline: A primer. *Journal of College and University Student Housing, 26*(1), 11-18.

- Virginia Tech Honor System

- Mississippi State University Honor System