The International
Center *for* Academic Integrity

25th Annual
Conference
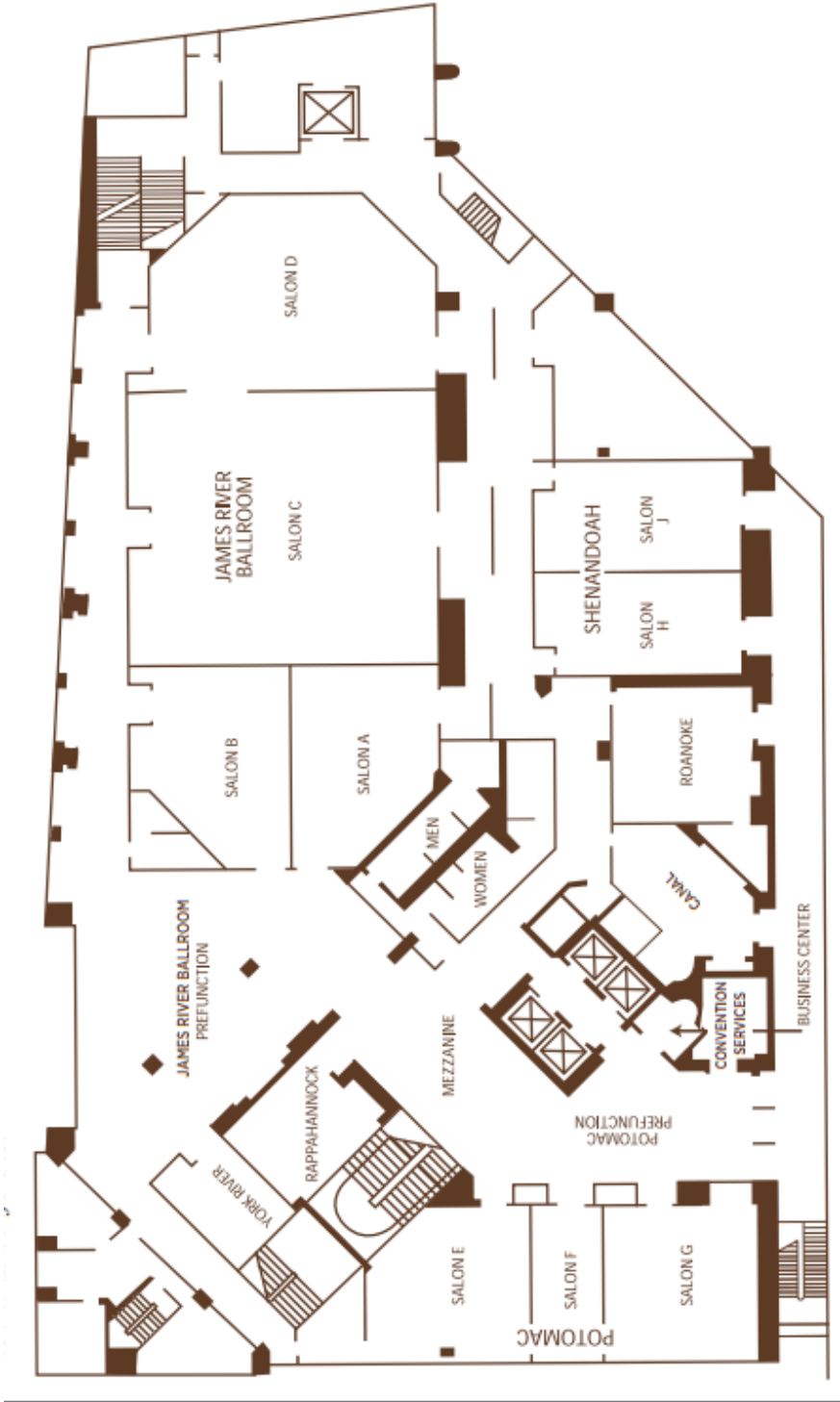
March 2-4, 2018
Richmond, VA

The Omni Hotel Map

SALON D

JAMES RIVER BALLROOM

SALON C

SHENANDOAH

SALON J

SALON H

SALON B

SALON A

ROANOKE

MEN

WOMEN

JAMES RIVER BALLROOM
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CONVENTION SERVICES

MEZZANINE

POTOMAC PREFUNCTION

RAPPAHANNOCK

YORK RIVER

SALON E

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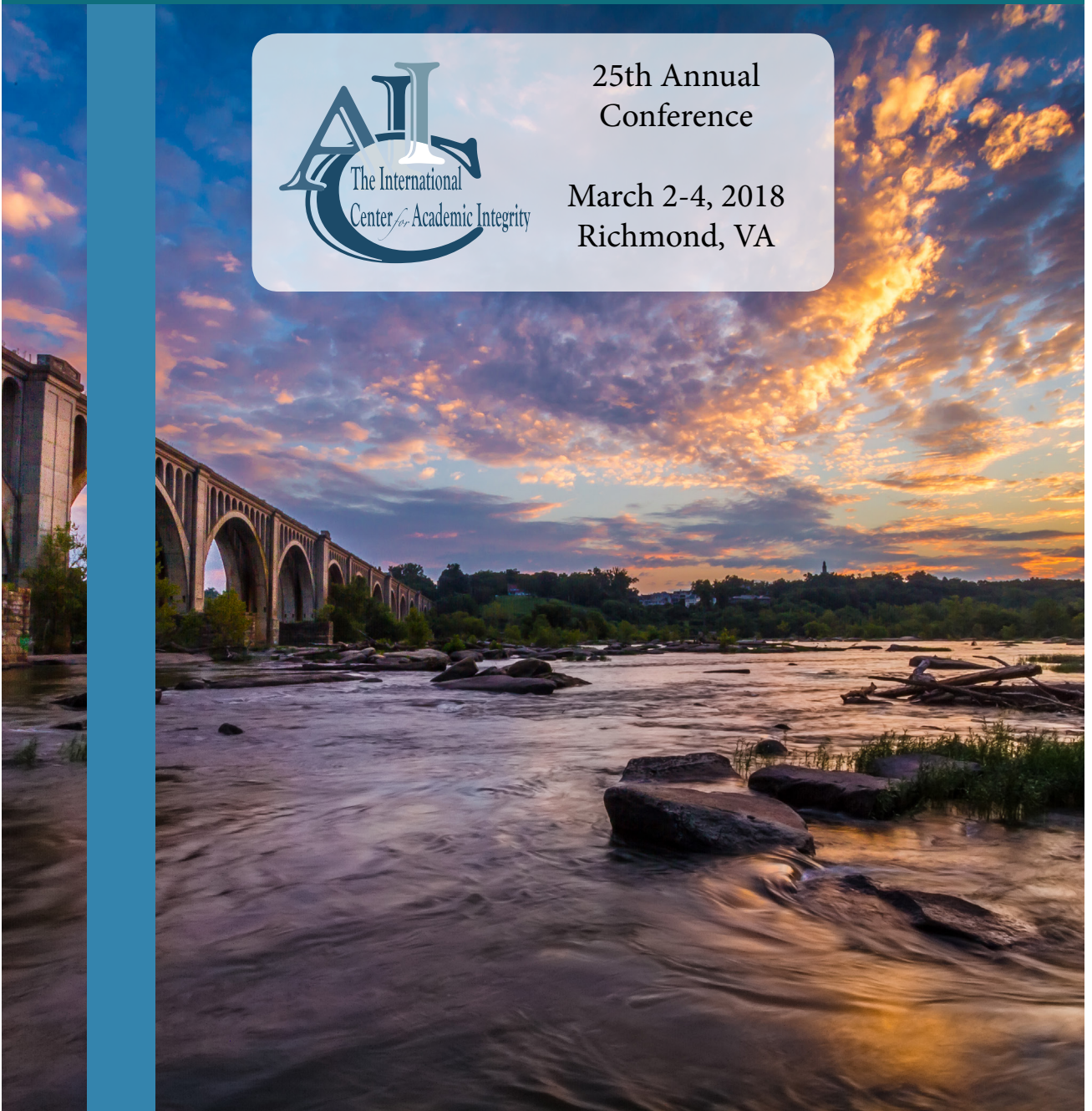
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Welcome!

It is hard to believe that two years have passed since our last annual conference in New Mexico. And what a two years it has been! We, as Co-Chairs, along with the other members of the Transition Committee, have been fortunate to be able to determine ICAI's own future. As you know, we created a rigorous application process, and received multiple strong expressions of interest. And even though we were in final hosting negotiations with a wonderful institution, we, and the Transition Committee, believed the best way forward was to become an autonomous organization. Autonomy allows ICAI to chart its own course, and provides unlimited opportunities to include you, the members, in these decisions. Even though we recognize the enormity of the work ahead, and the responsibility bestowed on the Board, we are also excited by this work, and the future of ICAI. And some of this work has already resulted in additional resources for members. For example, the webinar series we created in partnership with Turnitin, has been hugely successful. The series attracted hundreds of participants, with the last one seeing over one thousand registrations!!! Soon to come, along with many other exciting initiatives, will be the launch of a new website, which will include a completely revamped membership section.

At the cornerstone of every decision and change, is the question of "how does this benefit our members?" Members like you. We could not have gotten through these two years and come out the other side, without your unending communications of support, and your unfailing expressions of care. Your confidence in us, the Committee, ICAI, and especially this wonderful integrity movement of which we are all a part, has been crucial. We hope you find this next phase as exciting as we do, and that you will remain involved with YOUR organization.

With warmest thanks,

Tricia and Chris

PS. If you would like to see how you can get involved, or if you have any questions, please consider contacting any board member at their emails listed in the program. Your involvement is the strength of our renewed ICAI.

Welcome from the Board Chair

Welcome to Richmond and the Commonwealth of Virginia. The ICAI members from our region are honored to host you in Virginia, which is home to many institutions of higher learning with a long tradition of support for academic integrity. The College of William and Mary (founded 1693) is considered to have created the first Honor Code, and the tradition lives on at member institutions like Virginia Tech, the University of Virginia, Christopher Newport University, Washington and Lee University, the Virginia Military Institute, Randolph College, and my own institution, the University of Mary Washington.

Virginia also holds a critical place in American history, both positive and negative. In the 18th century, Virginia the birthplace of Presidents Washington, Jefferson, Madison, and Monroe (as well as Harrison, Tyler, and Taylor). In the 19th century, Richmond was the capital of the Confederacy. Now, at the beginning of the 21st century, Richmond is home to great universities like Virginia Commonwealth University and the University of Richmond, a thriving arts and culture scene, and some of the best beer on the East Coast.

As ICAI builds on its history to envision its future, this conference marks the start of a new era of independence and growth. Thus it is fitting that we meet in Richmond, a city on the move. From all of the ICAI members of the Commonwealth of Virginia, thank you for coming. We're so glad you're here.

David

David Rettinger
Incoming ICAI Board President
Conference Lead
Associate Professor of Psychological Science
Executive Director of the Center for Honor, Leadership, and Service
University of Mary Washington

The History of ICAI

The International Center for Academic Integrity (ICAI) was formed in 1992 by Dr. Don McCabe (Rutgers University) after conducting extensive research on cheating in colleges and universities. ICAI originally was conceived by a small group of higher education faculty and administrators as a way to come together in order to tackle the cheating problem. Over the years, ICAI moved away from the focus on preventing cheating to a focus on promoting academic integrity. This focus was made manifest in its most well known document - the Fundamental Values of Academic Integrity (revised 2014) - which identified academic integrity as the courage to be honest, respectful, responsible, fair and trustworthy in all academic endeavors even when it is difficult to do so. As we approach the second decade of the twenty-first century, ICAI continues to work to cultivate integrity cultures in academic communities around the world through its hosting of annual and regional conferences, providing of assessment services, resources, and consultations to its member institutions, and facilitating critical conversations about integrity.

The International Center for Academic Integrity

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Christopher Lang, University of Toronto

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Christian Moriarty, Saint Petersburg College
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Karen Clifford, Eastern Virginia Medical School, 2011
Mohamed Abou-Zeid, American University in Cairo, 2012-2014
Tracey Bretag, University of South Australia, 2014-2016
Christopher Lang, University of Toronto, 2016-2017

Past Conferences

1992 - Rutgers University, New Brunswick, New Jersey
1993 - University of Maryland College Park, Maryland
1993 - University of Pennsylvania Philadelphia, Pennsylvania
1994 - Rice University Houston, Texas
1995 - Georgetown University Washington, DC
1996 - Duke University Durham, North Carolina
1997 - Babson College Wellesley, Massachusetts
1998 - Washington and Lee University, Lexington, Virginia
1999 - Duke University Durham, North Carolina
2000 - U.S. Air Force Academy Colorado Springs, Colorado
2001 - Texas A&M University College Station, Texas
2002 - University of Virginia Charlottesville, Virginia
2003 - University of San Diego San Diego, California
2004 - Kansas State University Manhattan, Kansas
2005 - Virginia Tech Blacksburg, Virginia
2006 - CU Boulder Boulder, Colorado
2007 - Christopher Newport Uni. Newport News, Virginia
2008 - Clemson University Myrtle Beach, S. Carolina
2009 - Washington University St. Louis, Missouri
2010 - Long Beach, California
2011 - Markham, Ontario, Canada
2013 - San Antonio, Texas
2014 - Jacksonville, Florida
2015 - Vancouver, Canada
2016 - Albuquerque, New Mexico

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ICAI SoCal Regional Conference
April 18-20, 2018
"Developing Ethical Students, Citizens & Professionals: K-12, Higher Ed & Beyond"

hosted by the Academic Integrity Office @ UC San Diego

#excelwithintegrity

8th Annual
Responsible Conduct of Research and Academic Integrity Conference

Southwest Regional Conference

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OF **THE** TIMES HIGHER EDUCATION UNIVERSITIES

Research

Studying

Teaching

Leadership and Management

Session Schedule

Sessions		James River A	James River B	Potomac E
Fri. 3/2	2– 3:00pm SESSION 1	Sarah Eaton	Shehna Javeed; Steven Weiand	Foltynek & Diabolova
	3:15– 4:30pm SESSION 2	Cronan, McHaney, & Scanlon; Timothy C. Powers	Angela Clark; Londino-Smolar & Wendeln	Martine Peters
	5:30- 6:30pm	Posters Roanoke		
Sat. 3/3	8:30– 9:30am SESSION 3	McPeak & Hark	Floyd & Queen	Hall & Orr
	9:45– 10:45am SESSION 4	Eaton, Lock, Schroeder, Rothschuh, & Fernandez Conde	Mulherrin, Harrison, & Jones	Lois Nantais; Tymochko & Chapailo
	11– 12:00pm SESSION 5	Kerri McCanna Francesca Del Nero	Diabolova & Foltynek; Douglas Harrison	Marsha Bradley; Foxe & Ridgley
	3:15– 4:15pm SESSION 6	Boutin-Vitela & Trager; Rosser-Majors & Anderson	Usick & Eaton	David Rettinger
	4:30- 5:30pm	Contract Cheating Panel James River CD		
Sun. 3/4	9- 10:00am SESSION 7	Azelea Hulbert; Gervais & Usick	Blaire Wilson; Holly Tatum	Orren & Orr; Amanda McKenzie
	10:15- 11:15am SESSION 8	Jennifer Wright	Pablo J. Lopez; Katie Phillips	Morin Sonia; McKenzie & Schmidt Hanbidge

Special Event Schedule

Special Events	Time	Event	Room
Thurs. 3/1	9- 4pm	Canadian Consortium	Potomac FG
Fri. 3/2	9-10:30am	Pre-Conference 1 & 2	James River A & B
	10:45-12pm	Pre-Conference 3 & 4	James River A & B
	12:15-1:45pm	Opening Luncheon	James River CD
	4:30-6:30pm	Cocktail Reception	Atrium
	5:30-6:30pm	Poster Session	Roanoke
	4:30-6:30pm	Vendor Session	Roanoke
	6:30- 8:30pm	Keynote Dinner - Ann Domorad *AI & Authentic Learning in Post-Soviet Region*	James River CD
Sat. 3/3	7- 8:15am	Breakfast	James River Foyer
	12:15- 1:45pm	Keynote Luncheon - Dr. Julia Christensen Hughes *Infusing Ethics into the Curriculum*	James River CD
	3:15- 5:30pm	Vendor Session	Potomac F
Sun. 3/4	8- 9:00am	Continental Breakfast	James River Foyer
	8- 10:00am	Vendor Session	Potomac F
	11:30am- 1:00pm	Member Meeting & Lunch	James River CD

Conference Speakers

Ann Domorad
Senior Managing Director, Field Operations and Programs
American Councils for International Education, Washington, DC

Ann Domorad oversees field-based education and development programs in Eurasia at American Councils for International Education, an organization focused on academic and cultural exchanges and experiential learning. In addition to program design and overseeing execution of projects implemented in the field, she supports the operational capacity of American Councils 30 offices across Southeast Europe, Eurasia and Central Asia. Ann was involved in launching flagship programming in youth and university exchanges that started in 1993 in Russia and its neighboring countries, and since then her work has involved exchanges and technical assistance projects in the region in education administration, focused around anti-corruption, entrepreneurship and research commercialization as well as internships and student mobility. She lived and worked in Russia from 1993 through 2006, and has traveled extensively in the region. She is a fluent speaker of Russian. Her BA is from Swarthmore College in Russian Language and Literature ('92), and she holds graduate degrees ('99) from the University of Washington's Evans School of Public Affairs (MPA) and Jackson School of International Studies (MAIS).

Julia Christensen-Hughes
Dean, College of Business & Economics
University of Guelph, Guelph, ON, Canada

Dr. Julia Christensen Hughes was appointed Dean of the College of Business and Economics at the University of Guelph in May of 2009. Previously, she was the Chair of the Department of Management since June 2007. Julia is an accomplished management scholar who is committed to helping improve the effectiveness of organizations through a strategic approach to human resources management. She is also an advocate for change within higher education and has helped facilitate many national, provincial and local events focused on improving the quality of teaching and learning. Her work on academic integrity has garnered national and international attention. Julia is regularly sought as a keynote speaker and has received a number of awards.

Tricia Bertram Gallant
Director, Academic Integrity Office, UC San Diego
Co-Chair, ICAI Transition Committee

Dr. Tricia Bertram Gallant has served in ICAI leadership for over 15 years. In 2002, she joined the Board of Directors as a graduate student representative and has served on the board or advisory council ever since. She served as ICAI Advisory Council Chair from 2009-2011 and served as the Transition Committee Co-Chair from September 2016-March 2018. In her leadership with ICAI, Tricia has led the creation of regional consortiums, the Academic Integrity Rating Systems (AIRS), the Trusted Seal Program, the Academic Integrity Reader and the Contract Cheating Advocacy project. Tricia is the author of Academic Integrity in the Twenty-First Century (2008), co-author of Cheating in School (2009), editor of Creating the Ethical Academy (2011), and section editor for the Handbook of Academic Integrity (Springer, 2016). She has been an ethics lecturer with the Rady School of Management and currently serves as Director for UC San Diego's Academic Integrity Office. In her capacity as an academic integrity office director, she has managed over 6000 academic integrity violation allegations and enabled over 3000 students to have a unique opportunity to leverage the cheating moment as a teachable moment.

David Rettinger
Executive Director of the Center for Honor, Leadership, and Service
University of Mary Washington
ICAI Conference Lead

Dr. David Rettinger is Associate Professor of Psychological Sciences and Executive Director of the Center for Honor, Leadership, and Service at the University of Mary Washington in Fredericksburg, VA. He is a Cognitive Psychologist with a research interest in academic integrity behavior, having published research on the psychology of cheating in Theory into Practice, Research in Higher Education, Ethics and Behavior, and Psychological Perspectives on Academic Cheating. He also serves as Procedural Advisor to UMW's student-run honor system. David has been a Transition Committee member at ICAI and during the transition has been responsible for organizing the 2018 annual meeting, administering the McCabe survey and answering questions about assessment.

Conference Speakers

Christopher Lang
Co-Chair, ICAI Transition Committee

Christopher Lang has a B.A. Honours from McGill University in Montreal, a law degree from the University of Toronto, and a Masters of Law in Alternative Dispute Resolution from Osgoode Hall at York University. Chris has worked at the University of Toronto for over seventeen years, and is currently the Director of Appeals, Discipline and Faculty Grievances, where he deals with faculty and student judicial affairs issues. Specifically, Chris's Office is responsible for the management of the administration of the Governing Council's quasi-judicial functions, providing ongoing neutral support to panels and committees, as well as independent guidance on legal principles, procedures and governance issues. Chris is the current Co-Chair of the Transition Committee (2016-18) for the International Center for Academic Integrity ("ICAI"). He has also been on the ICAI Advisory Board since 2013, where he served as Vice-President (2014-16) and President (2016). Chris has presented at many ICAI conferences, and his academic integrity interests focus on quasi-legal models and means, interrelation with governance, as well as contract cheating. Chris has co-authored a chapter on contract cheating in the Handbook of Academic Integrity, and has lead quasi-legal analyses of, and initiatives against, contract cheating, on behalf of ICAI. Chris has been a keynote speaker in Canada and the United States, a peer reviewer and was on the Editorial Board of the International Journal for Educational Integrity.

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Pre-Conference Workshops

Pre-Conference 1: Welcome to ICAI
(James River A)

Nathalia Franco Watkins, Universidad EAFIT
Amanda McKenzie, University of Waterloo
This free workshop is intended for first time attendees to the conference and those new to Academic Integrity. We'll discuss key concepts in academic integrity, including research principles, 'best practices,' and other tips and tricks. We'll also answer questions and discuss the conference and ICAI, including who's who, what's what, and where to go.

Pre-Conference 2: The Law and Academic Integrity
(James River B)

Christian Moriarty, Saint Petersburg College
Academic integrity has many facets, not least of which the legal ramifications. This sessions will cover the basics of the legal process in academia, the rights and responsibilities of all parties, how to appropriately provide and assure due process, liability and privacy concerns, and actionable processes and protocols to take back to your institution.

Pre-Conference Workshops

Pre-Conference 3: Faculty Development in ICAI
(James River A)

David Rettinger, University of Mary Washington
David Rettinger, of the University of Mary Washington, will lead a conversation about how to engage faculty, and about what. As a faculty member himself, David has an insiders perspective on how these programs are perceived. Please bring examples of your own programs, and a laptop so we may work together to develop something new to share with our campuses.

Pre-Conference 4:
Navigating University Governance to Implement and Create Policy Changes: Models and Approaches
(James River B)

James Orr, Virginia Tech
Creating institutional wide change requires buy-in from strategic campus partners and the navigation of University governance processes. This presentation will expatiate on various strategies for effectively navigating University governance to implement 21st century academic integrity practices. Different adjudication models, along with their strengths and weaknesses, will be presented as a way to aid participants in tailoring their policies to their institution and it's culture. Strategies for embedding educational initiatives, during the creation or revision of academic integrity policies, will be discussed. Participants will leave this presentation with confidence in interacting with the Board of Trustees, the Student Government Association, Faculty Senate, academic departments and beyond to gain momentum for the creation of new academic integrity policies.

Opening Luncheon

Enjoy the provided lunch, mingle and meet some new people, and listen while Tricia Betram Gallant and Christopher Lang, the Transition Committee Co-Chairs, kick off this event!

Session 1

Understanding Faculty Perceptions and Approaches to Academic Integrity in a Canadian School of Education
(James River A)

Sarah Eaton, University of Calgary
Schools of education are in a unique position to foster a culture of academic integrity among pre-service teachers who will go on to careers as K-12 educators. This presentation presents the results of a year-long mixed methods study to understand the perceptions and approaches to academic integrity taken by academic staff in a Canadian school of education. Participants (N = 38) included tenured, tenure-track and contract faculty at a variety of ranks and positions. Findings revealed that faculty had different perceptions on how cases of academic misconduct should be addressed, but had little awareness of how to prepare pre-service teachers as future mentors when it comes to cultivating academic integrity among their own future K-12 students.

European Network for Academic Integrity
(Potomac E)

Tomas Foltynek & Dita Dlabolova, Mendel University in Brno
The workshop presents newly established European Network for Academic Integrity as a platform for sharing best practices and supporting higher education institutions to work together in the field of academic integrity. The outputs of the project including educational materials, tool-kit for cross-sector cooperation and handbook for improvements in academic integrity will be presented, shared and discussed. Participants get the overview of what events are being organized in Europe and what possibilities for cooperation are available through the network.

Session 1, Cont'd.

Building Partnership in Academic Integrity Towards a Unique and Creative Collaboration on Professional Ethics
(James River B)

Shehna Javeed, University of Toronto Scarborough
A culture of integrity on university campuses requires both a holistic approach and collaborative partners. The topic of academic integrity ought to extend and transform into professional ethics as students leave academia and enter the world of work. Educators can and should build programming that bridges academia and the workplace. Learning strategists and career counsellors can be strong partners in helping students extend this conversation into the arena of professional ethics. Ethics violations can have huge consequences on the community and the world-at-large, such as in the case of Volkswagen's deception of emission systems or financial malfeasance leading to market crashes. This presentation will share a unique collaboration between a learning strategist, a career counsellor and academic faculty in environmental science, computer science and international development studies to demonstrate how integrity must extend beyond the classroom. Case studies and other resources will be provided to help attendees adapt this workshop at their own institutions.

Academic Whistleblowing in Graduate Health Profession Education
(James River B)

Steven Weiand, Rosalind Franklin University
Understanding what influences a student to turn in a classmate for cheating is important in creating a culture of integrity and for future professional practice. This session presents results of a study of 505 graduate health profession students that explored their reporting intentions of observed cheating and also explored what individual and contextual factors influence the likeliness to report. The findings from this study can help us better understand the decision-making process of an academic whistleblower, and can guide policy and practice.

Session 2

Faculty Buy In: Perceptions and Attitudes Regarding Their Academic Integrity Policy
(James River A)

Timothy Paul Cronan, University of Arkansas
Roger McHaney, Kansas State University
Terri Scanlon, TLS Solutions

In an effort to commit to excellence and educate with integrity, many universities have in recent years focused on enhancing the academic integrity (AI) climate on campuses. Significant changes have been made to university AI policies; some faculties have completely rewritten their policies. Developing and enhancing a climate of integrity on campus is certainly dependent on student involvement as well as the support of the administration. At the same time, the responsibility of developing and implementing the policy (as well as establish the campus climate) rests with the faculty; success is largely dependent on the faculty buy in is critical. This session presents the summary results of an assessment of faculty attitudes and perceptions toward their AI policies for two universities. Summary results of multiple universities indicate that faculty are adhering to (and using) their university AI policy and those who have had to use the policy have indicated that they are very satisfied. To complement these results, a summary of faculty understanding of AI as well as a summary of campus AI violations are presented.

Academic Misconduct and Faculty: How the Faculty Population Impacts Academic Integrity
(James River A)

Timothy C. Powers, Texas A&M University

Academic misconduct continues to fall into the portfolio of responsibilities for student conduct administrators. One challenge is understanding why faculty members chose to use our services and how we can more effectively reach them. Come learn about historical and new research on why faculty members chose to engage us and identify opportunities to engage faculty members in our academic misconduct processes.

Fostering a Culture of Integrity at Sheridan College: An overview
(James River B)

Angela Clark, Sheridan College

Sheridan is a diploma- and degree-granting institution, with a yearly student population of 23,000 full-time and 18,500 continuing and part-time students across three campuses; the college offers over 130 programs, and is known for its commitment to experiential learning, creativity and innovation.

Join me to learn about how Sheridan has built its own Academic Integrity Office (AIO), what its objectives are, and how its been serving the Sheridan community since it opened in 2016. The office provides the Sheridan community with education, resources and support to foster the understanding and practice of academic integrity. From this presentation, you will gain: practical ideas on different initiatives your institution can adopt to promote academic integrity campus-wide; exposure to our Academic Integrity Tutorial designed for all new students, and digital access to our original Academic Integrity Office proposal research report that helped get the AIO up and running at Sheridan.

Creating a Culture of Change for Academic Integrity at an Urban University
(James River B)

Gina Londino-Smolar & Ken Wendeln, Indiana University

Concerned about differences in policy application, a group of diverse faculty from the various schools formed an Academic Integrity Faculty Community of Practice (CoP). With concern for teaching and exemplifying ethics and honesty as their driving force, the members of the CoP found substantial, systemic issues regarding Academic Integrity at the institution, which will be discussed. During the presentation, examples of how communication is being done throughout the campus and across populations will be shared. The research on Academic Integrity done by the CoP will be shared, including faculty surveys, student orientation quiz, and new teaching modules being made available to the faculty within the Learning Management System. Attendees will leave with resources to help better understand and build their own Academic Integrity environment regardless of their position within their institution.

Session 2, Cont'd.

Preventing Plagiarism Across Borders with a Partnership
(Potomac E)

Martine Peters, Université du Québec en Outaouais
Plagiarism is a plague amongst universities even though sanctions are carried out. Students copy and paste material found online into their scholarly work thinking they are creating an original piece while they might be unknowingly plagiarizing. The Academic Integrity research group (AIRG) has investigated in the past year the digital scrapbooking strategies students use when writing assignments. Digital scrapbooking strategies are actions mobilised during the various steps of creating a term paper: researching information, integrating it in the writing and giving the references. The AIRG investigated with questionnaires and interviews students use of digital scrapbooking strategies and how faculty members teach them. Results will be presented as well as a proposed partnership to join our efforts in preventing plagiarism and developing an academic integrity culture through learning instead of punishing.

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Poster Session & Cocktail Hour

Please join us for drinks, appetizers and socializing before the main event! This will be held in the Atrium. An ID is required for the purchase of alcohol at the cash bar.

The Poster Session and the Vendor Session will also be held in the Roanoke Room during this time.
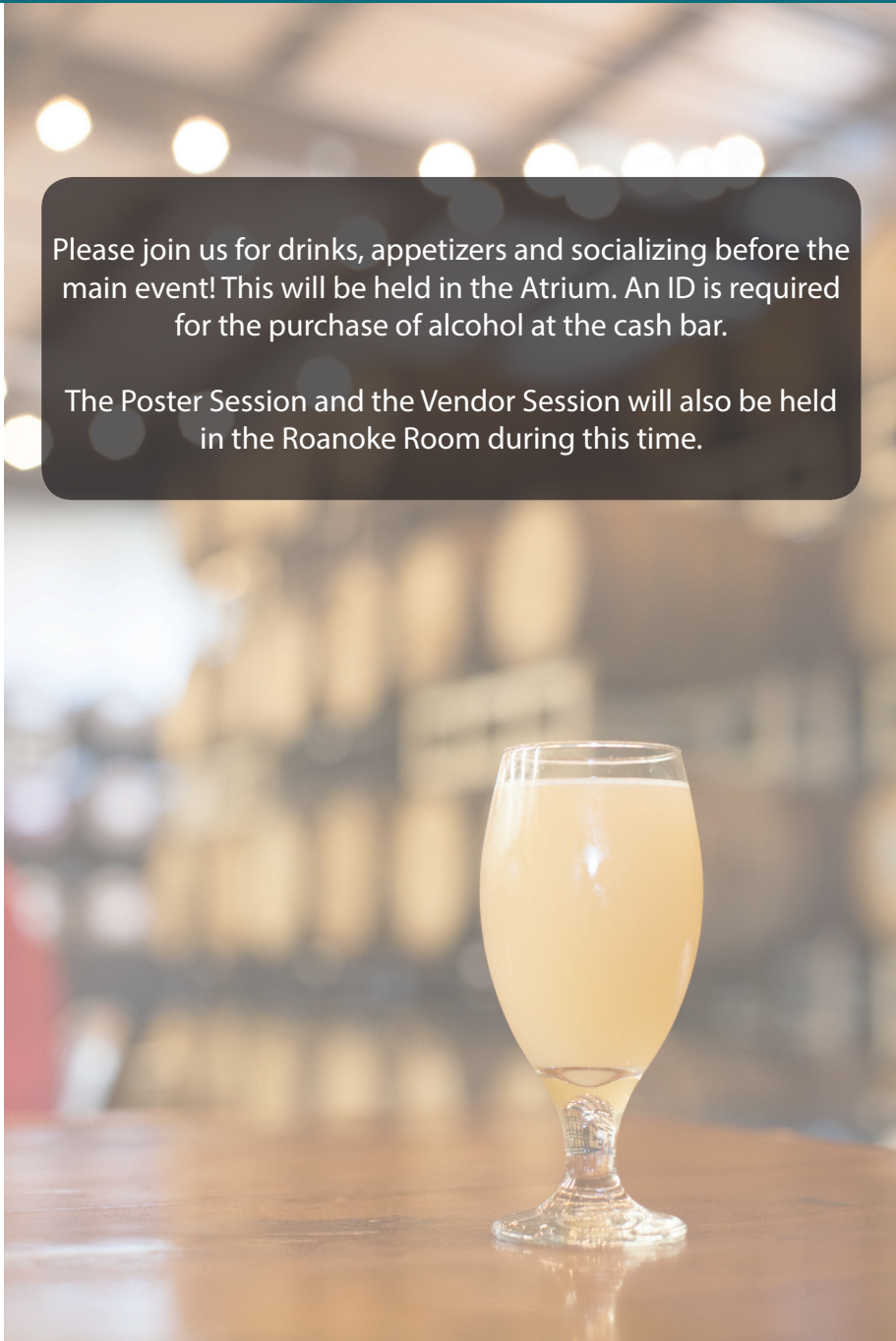
Keynote Dinner Banquet

Academic Integrity & Authentic Learning in the Post-Soviet Region
(James River CD)

Ann Domorad, American Councils for International Education
The American Councils work in post-Soviet regions has fed a growing recognition of the importance of cultivating academic integrity, which as a concept has in turn fueled change and relationships for education communities and has supported an inspiring commitment to authentic learning. In this keynote, Ann will convey how more transparent admissions, academic integrity, and a commitment to more authentic, relevant learning have become interdependently entwined with development trajectories in democratization, economic development, and national identity. Ann's keynote will also explore how challenges in advancing academic integrity and transparency within the Soviet legacy are being addressed.

Session 3

Maxient 101: Using Technology to Track AI Cases
(James River A)

Patrick McPeak & Aaron Hark, Maxient LLC
This presentation will give attendees an in-depth look at Maxient's Conduct Manager software. Conduct Manager, which is fully web-based, is the solution of choice at over 900 institutions of higher education across North America to track all types of issues related to conduct, including academic integrity. Maxient offers its entire software without modules, meaning all functions to assist with various case types is included. Schools pay a single annual fee to have unlimited use for their campus. The presenter will provide a high-level demonstration of how the software functions, with a strong emphasis on usage for academic integrity matters.

Emory Integrity Project: Cultivating a Community of Integrity
(James River B)

Emily Floyd & Edward Queen, Emory University
The Emory Integrity Project (EIP) is five-year project funded by the John Templeton Foundation operating at Emory University focused on developing a research-based, translatable model for cultivating a Culture of Integrity among undergraduates. With what we call the H3 model Honor, Humility, and Helpfulness as its basis, the EIP developed a multi-pronged approach to infusing ethics and integrity throughout the college, including academics and throughout all areas of student life. One underlying assumption of the EIP is that creating an all-encompassing culture of integrity will increase academic integrity more fully and deeply.

A core program of the EIP is the Ethically EnGaged Leaders program (EEGL). This program seeks to enhance the traditional leadership certificate by incorporating a deep and meaningful ethical component.
This workshop will discuss the development and implementation of the EEGL program and its components. It will then move to engaging the session attendees to begin workshopping their own framework for cultivating a campus-wide integrity program designed to bridge gaps between academic integrity and the campus culture.

Student-Led Case Adjudication: Promoting Student Learning through Peer-to-Peer Engagement
(Potomac E)

James Orr & Jeremy Hall, Virginia Tech
This presentation will be an interactive and engaging discussion that examines the process of one institution's transition from a legalistic approach to a learning-centered approach aimed at addressing academic misconduct. Specifically, it will be focusing on the development of student-led administrative meetings with a review of the impact these meetings have on students understanding of academic integrity.

This model combines educational conversations with a student leadership development program. We will dive into the development of the leadership program that establishes an academic integrity ethos and provides training in areas such as communication, learning-centered approaches, professional expectations, supportive communication, and a model for conducting administrative meetings. We will present quantitative data to illustrate the positive impact that student-led administrative meetings has had on student perceptions of the overall process. This presentation will provide a framework along with supporting strategies for institutions who wish to utilize a learning-centered approach for addressing academic misconduct.

Session 4

Lessons Learned from the Discovery and Design Phases of Developing an Academic Integrity Module for Online Students
(James River A)

Sarah Eaton, Jennifer Lock, Meadow Schroeder, Stefan Rothschuh & Cristina Fernandez Conde, University of Calgary

In this session we share key learnings from the discovery and design phases of developing an academic integrity (AI) tutorial for over 800 students enrolled in blended and online courses at a school of education. We are using an evidence-informed, design-based research (DBR) approach for our project. Our discovery phase included five stages and the early design included three additional phases. Observations from our professional practice as post-secondary educators has shown us that students in online programs need an approach to academic integrity that is fully accessible via a web-based module and we should make no assumptions about students being able to come to campus to access resources or workshops. We aim to present our findings in the spirit of sharing key lessons learned and challenges overcome thus far.

(Re)Creating a Culture of Academic Integrity at UMUC
(James River B)

Elizabeth Mulherrin, Douglas Harrison & Gretchen Jones, University of Maryland University College

University of Maryland University College (UMUC) is an open university serving working adults and a recognized leader in career-relevant education worldwide. In this panel discussion, we describe a summary of our efforts over a decade leading to our current state of a renewed institutional commitment to advancing the organizational culture of academic integrity in a primarily online environment. The goal is to share our lessons learned and engage participants around possible approaches to enhancing comprehensive institutional culture to support greater academic integrity.

International Students as CAI Ethics Ambassadors at Lambton College: A Phenomenological Report on Effective Social Change
(Potomac E)

Lois Nantais, Lambton College CAI
With a phenomenological or narrative-based approach, Lambton College Ethics Ambassador student volunteers present the results of their peer-based outreach initiatives. Using a proactive, student-centred mentorship approach, the Centre for Academic Integrity (CAI) has worked to create a climate of trust for international students in their school, where students may reach out to peer supports with their confidential academic integrity concerns. By highlighting the shift in focus from an information-based anti-cheating service to one of explicit peer-based student support, the CAI will affirm that students can benefit from the facilitation of growth-oriented academic services that originate from peer-directed initiatives, and such outcomes, if sustained, can achieve positive culture changes more generally within the larger post-secondary institution.

Strengthening Academic Integrity in Ukraine Project - Step by Step Towards New Academic Culture
(Potomac E)

Taras Tymochko & Yana Chapailo, American Councils for International Education
After the Revolution of Dignity, Ukrainian Ministry of Education and Science set the direction towards promotion and implementation of academic integrity and identified the main shortcomings of Ukrainian higher education, science and research. The concepts of integrity, transparency and responsibility have taken center stage in the Ukrainian society. The need for urgent change was re-affirmed upon launch of the Strengthening Academic Integrity in Ukraine Project SAIUP. SAIUP, partner organizations, public authorities and dedicated citizens are working hard to turn academic integrity from a foreign, somewhat exotic concept into a commonplace notion used to qualify sound education and robust science. SAIUP is one of few unprecedented cases of academic integrity promotional projects in Post-Soviet countries targeting all undergraduate education parties: students, faculty and institutions management.
Presentation reflects some of the attempts of Ukrainian education institutions to build new academic culture and promote AI as key component of high quality.

Session 5

One Hundred Percent Plagiarism-Free, Guaranteed!: How to help Language Learners Maintain Integrity
(James River A)

Kerri McCanna, University of California Irvine
Writing original academic papers is one of the clearest challenges to students' integrity, and for second language learners, this academic challenge is even more acute. Many times they are working under tight time constraints, in a language they are still learning, under codes of conduct that range from very familiar to them to entirely new. And while most schools believe that their Academic Integrity policies are spelled out clearly, slick 21st century online marketers increasingly co-opt "Integrity" language, baiting even trustworthy students into collusion and plagiarism. This session will discuss how students, especially second language learners, are being targeted online and will then provide strategies for teaching all students how to maintain their Academic Integrity while reading, researching, and writing online.

Educating with Integrity
(James River A)

Francesca Del Nero, School for Dreamers
The first education we receive does not provide us with any sense of the distinction between what is external and what is internal, nor does it prepare us to manage our thoughts or be aware of our emotions. Without any deliberate intent, ordinary culture has relegated emotions, feelings and thoughts to the ephemeral and intangible sphere of myths, fables and dreams, considering them to be separate phenomena and extremely far from what is commonly called reality. Only a new education through an inside-out process can remedy a misunderstanding of such vast dimensions. If we want to change something we can only do so by elevating our being towards the achievement of integrity.

South East European Project on Policies for Academic Integrity
(James River B)

Dita Diabolova & Tomas Foltynek, Mendel University in Brno
What is the level of academic integrity in higher education institutions in South East Europe? What are the opinions of students on academic integrity and cheating? And of teachers? Do they differ? What are the policies and procedures for supporting academic integrity in the region?

These and many other questions were answered by the project South East European Project on Policies for Academic Integrity (SEEPPAI) which was conducted by Mendel University in Brno (Czechia) and Coventry University (United Kingdom) with support of the Council of Europe.

The SEEPPAI studied six countries in the South East European region: Albania, Bosnia and Herzegovina, Croatia, Former Yugoslavian Republic of Macedonia, Monte Negro and Serbia. In the presentation we will introduce the process of data collection, main results and recommendations based on them.

The Integrity Values Matrix: A Framework for Validating and Infusing Academic Integrity Across the Curriculum
(James River B)

Douglas Harrison, University Maryland University College
This presentation describes University of Maryland University College's effort to develop a framework for understanding the ways in which curriculum exemplifies the characteristics of academic integrity. UMUC's emergent framework "the Integrity Values Matrix (IVM)" is based on the ICAI's characteristics of integrity: honesty, trust, fairness, respect, responsibility, and courage. The IVM surfaces how, where, and how well existing curricular design is consistently concerned with ethicality and integrity in disciplinary- and program-specific contexts -- complementary to but distinct from academic integrity skill-building efforts (paraphrasing, citation, information literacy, etc.). The IVM approach also informs continuous improvement processes by locating variable distribution or uneven presence of integrity values across the curriculum. This presentation will provide an overview of the the IVM process and institutional progress and findings so far. Participants will learn about a scalable model for locating and infusing integrity across the curriculum, and be able to share ideas and feedback.

Session 5, Cont'd.

Academic Integrity: Tips and Tricks to Surviving in the Plagiarism Era
(Potomac E)

Marsha Bradley, Columbia Southern University
In an online era where students seem to be finding smarter ways to plagiarize, professors are often times left feeling exhausted and defeated. Because of the rapid rise in contract cheating, it is becoming even more difficult for instructors to focus on traditional academic issues in their courses. When exploring contract cheating, what are educators really up against? How do we identify contract cheating compared to traditional plagiarism? In this session, we will cover the scope of how contract cheating impacts the classroom and will offer tips and tricks on how plagiarism in the online classroom can be identified and combatted.

An Innovative Approach to Decision Making in Cases of Suspected Academic Misconduct
(Potomac E)

John Paul Foxe & Andrea Ridgley, Ryerson University
The mission of the Academic Integrity Office (AIO) at Ryerson University is to provide education and support to the Ryerson community around academic integrity. The AIO, which is a neutral office, has developed a new and innovative approach to assist faculty in decision-making in suspected cases of academic misconduct. Ryerson's academic integrity policy mandates that faculty register all suspicions of academic misconduct through the AIO. Faculty can then choose to pursue the suspicion in one of three ways:
> -Hold a facilitated discussion with the student with the assistance of a neutral facilitator;
> -Hold a non-facilitated discussion with the student;
> -Assign the case to another faculty member who acts as a Designated Decision Maker (DDM).

These DDMs have been trained by the AIO to act in the role of the pursing faculty member. We will outline the decision making process at Ryerson including a discussion of the merits of each approach.

Keynote Luncheon

Infusing Ethics into the Curriculum
(James River CD)

Julia Christensen-Hughes, University of Guelph
In this keynote, Julia will discuss and dissect the idea (first promoted in a chapter she co-authored with Tricia Bertram Gallant for the Handbook of Academic Integrity, Springer, 2017) that education in ethics, in particular ethical decision-making, is urgently needed as a positive approach to academic and professional integrity. To illustrate this idea, Julia will review examples of programs and courses that currently exist in business schools. Such courses/programs are needed, Julia argues, to better prepare students for the types of ethical situations they will undoubtedly encounter in their academic and professional lives and to inspire them to lead lives characterized by integrity.

Panel Discussion

International Perspectives on Academic Integrity
(James River CD)

Cheating in school is an international problem and academic integrity is the global solution. This panel session, featuring Nathalia Franco Perez (Universidad EAFIT, Columbia), Tomas Foltynek (Mendel University in Brno/European Network for Academic Integrity, Czech Republic), Gina Cinali (American University of Afghanistan, Afghanistan) and Michael Kerwin (Denver University, USA), will reveal similarities and differences in academic integrity approaches across national boundaries. Jennie Miron (Humber College, Canada) will moderate the session.

Saturday ▢ 2-3:00pm

Session 6

Creating a Campus-Wide Initiative for Writing with Integrity
(James River A)

Lisa Boutin-Vitela & Julie Trager, Cerritos College
In this presentation, we will explain how to develop an initiative that encourages writing and original thought across academic disciplines on a large college campus. We will explain how we were able to promote and successfully execute a two-week campaign that encouraged faculty to emphasize original writing in their classes and to use plagiarism-detection software to hold students accountable for their work. We will outline how we were able to work with our administrators and public affairs specialists to develop this initiative that leveraged our campus subscription to Turnitin Feedback Studio. This presentation will emphasize how original writing is central to higher education, how students need opportunities to write and receive clear, concise feedback, and how to assist students in becoming confident writers.

Developing Academic Voice: Effects of Writing Development Inclusion in Early Bachelor Program Psychology Courses
(James River A)

Michelle Rosser-Majors & Stephanie Anderson, Ashford University
Students are entering educational programs without the necessary skills to have success (Lea & Street, 1998). One area of great concern is that of writing and its association to incidences of academic misconduct. To reduce these concerns, targeted training is suggested to enhance a students ability to succeed in their academic journey (Bretag, 2013) and institutions across the country have included courses to help develop this skill (most often upon entry). However, high incidences of plagiarism continue to raise apprehensions, and contribute to reduced retention. Students, when unsuccessful, based on performance grades or plagiarism violations, in crucial domain-specific courses may abandon their studies. Thus, the utilization of writing development exercises within program-specific introduction courses may be worth consideration, as this research explores this application in an undergraduate psychology program, assessing whether the increased student awareness of integrity, as applied to writing, improves incidences of academic misconduct effectively.

Knowledge Mobilization Workshop for Canadian AI Practitioners
(James River B)

Brandy Usick, University of Manitoba
Sarah Eaton, University of Calgary
This workshop is designed for Academic Integrity (AI) practitioners working in the Canadian context. In this hands-on, interactive workshop, practitioners will be invited to take part in a guided writing practice designed to help them identify a topic related to their professional experience in AI, develop an outline and begin writing. We will provide templates to help participants move through the writing process in a more structured manner during and after the session. The ultimate goal of this workshop is for participants to share their writing through a new Open Access practitioner journal. Participants are not expected to finish their writing during the workshop, but rather to start a piece that they may then submit for publication in the journal.

Update on the McCabe Survey
(Potomac E)

David Rettinger, University of Mary Washington
During the ICAI transition, interest in the McCabe survey has continued. In this time, nine institutions (community colleges and four year schools) in the US and Canada have participated in the survey as part of their institutional assessment process. In this presentation, I will provide an overview of the survey and assessment process, review the status of the survey itself, summarize the findings from 2016 to present, and solicit input about the future of academic integrity assessment at ICAI.

Contract Cheating (Panel)

Contract cheating is a grave and pervasive problem that requires a holistic approach to counteract it. This panel session, featuring Tricia Bertram Gallant (UC San Diego), Christopher Lang (University of Toronto) and Mark Ricksen (Turnitin), will discuss the breadth of what is considered contract cheating, and then examine what can be done from a pedagogical, technological and legal perspective. Sarah Eaton (University of Calgary) will moderate the session.

5:30pm & Beyond
Explore the historic city and enjoy the local culinary delights that Richmond has to offer!

Session 7

Inspiring Integrity: An Exploration of Academic Integrity Behaviors in Undergraduate Business Students
(James River A)

Azelea Hulbert, Penn State University
Despite decades of research on and initiatives designed to prevent dishonesty, college students still cheat. There are a multitude of possible explanations for this, from environments that encourage dishonesty to influential relationships to personal weakness. One attribute in common with the studies that support these explanations, however, is the use of a deficit approach, asking why students cheat and developing approaches to combat dishonesty. This presentation describes dissertation research with a different approach, asking why students don't cheat and how educators can influence students to work with integrity in short, what may influence students to be honest. In this presentation, I will share findings from my dissertation, an anti-deficit, in-depth qualitative examination of undergraduate attitudes toward academic (dis)honesty. I will describe data from my dissertation, collected from interviews and qualitative surveys of undergraduate business students, and based on my findings will provide practical recommendations for practitioners and faculty.

Be Honest, be Real, be You: Creating an Institution-wide Academic Integrity Campaign
(James River A)

Loie Gervais & Brandy Usick, University of Manitoba
In 2016, the University of Manitoba launched its first institution-wide academic integrity campaign: Be Honest, Be Real, Be You: Show Your Integrity. The campaign is based on ICAI's fundamental values of academic integrity and targets students, faculty, and staff with its messaging. Incorporating print materials, social media and videos to create a visual identity for academic integrity on campus, the campaign also supports a number of educational initiatives, including Academic Integrity Month, faculty workshops, and staff and student resources. This presentation will provide an overview of the campaign and its development and implementation process.

The Honor Council Practicum: An Approach to Educating Student Honor Council Members
(James River B)

Blaire Wilson, Emory University
In fall 2016 Emory College of Arts & Sciences introduced a course that offers academic credit each semester for all student members of the Honor Council. Examining not only the procedures for investigating and adjudicating academic misconduct cases, the Honor Council practicum addresses recent research in the field of academic integrity as well as broad concepts like due process, student development, and intellectual property. This presentation explores the challenges and rewards of developing and implementing an academic integrity course as the central training method for members.

Honor Codes: Evidence Based Strategies for Cultivating Academic Integrity in the Classroom
(James River B)

Holly Tatum, Randolph College
In this presentation, I will present empirical research on honor codes and discuss how an honor code is a useful approach to reduce the perception and prevalence of academic dishonesty. I will discuss different types of honor codes and their effectiveness. I will provide evidence-based strategies for promoting academic integrity that can be implemented in classrooms at institutions both with and without honor codes.

Session 7, Cont'd.

The Development & Implementation of a Campus Academic Integrity Education Program
(Potomac E)

James Orr & Sarah Orren, Virginia Tech
This presentation will examine the process of one institutions development of an educational academic integrity on-campus seminar through an ethnographic study approach. The educational program developed allowed the institution to transition from a punitive sanctioning system to an educational one. The institution cultivated cross-campus partnerships to develop the program. Both quantitative and qualitative data will be presented to illustrate that students had a positive experience attending the program and found it useful. This presentation will serves as a framework for institutions to utilize when building their own educational-based academic integrity on-campus seminar and sanctioning program.

Integrity Insights from India
(Potomac E)

Amanda McKenzie, University of Waterloo
In November 2016, two Canadian colleagues embarked on an informal 16-day trip across India to visit prominent Indian universities and to explore how these institutions educated their students about academic integrity. The intent of the trip was to uncover ways Canadian universities can better support Indian students with the transition into North American academia and how to best educate them about academic integrity. This session will provide some context about the educational system in India as well as potential ways that universities could better support students from this country as they transition into Western academic culture.

Session 8

Changing the Narrative in Students' Minds About Academic Success
(James River A)

Jennifer Wright, University of Central Florida
Today's college students are seemingly under a tremendous amount of pressure academically in order to have the picture perfect transcript upon graduation. Students are absorbing messages of you must, you should, you better in order to be successful. This pressure, whether self-induced or from other sources, can influence a student's decision making process when it comes to acts of academic dishonesty. What can we do and what should we do in higher education to assist students in developing healthy, positive mindsets when it comes to their grades? Learn what messages need to be in place, what workshops need to be offered, what education should be put in place to prevent academic misconduct and promote academic integrity.

Educating with Integrity in the Age of the Apple Watch
(James River B)

Pablo J. Lopez, West Coast University
This paper will argue that the standards and aims of academic integrity may be negatively affected by wearable technology. Not simply as a means by which a student may violate academic policy, but that academic integrity stands to be significantly affected by the argument that wearable technology makes for itself. Specifically, that access to information is self-justifiable ownership, and a mandate for the use of that information.

While other devices claim similar claims, wearable technology makes a far more compelling case, one that includes long term implications that question the tenability of academic integrity in an age of wearable technology and beyond. Today, we wrestle with policy choices that aim to ensure academic integrity amidst the threat of the internet and smart phones, but how will policy anticipate and prevent academic integrity violations tomorrow, when access to information is not through a website or a device but through a chip in the body?

Grounds for debate are being laid out, and wearable technology is making an active case in favor of access as ownership.

Session 8, Cont'd.

Copy in Haste: Analyzing Forgeries in Higher Education
(Potomac E)

Katie Phillips, Queen's University
This presentation will identify clues that may indicate forgery of a transcript, diploma, or physician's note using similar methods that are used to detect plagiarism, as well as discuss detection through AuraData, a Canadian company specializing in secure online degree verification. What does it mean to produce something that is knowingly false? Circumstances might include broader academic challenges, mental health problems, desperation, or even revenge. Although legal issues vary by jurisdiction, forgeries are judged more harshly than other academic integrity violations despite having fewer educational remedies and options for sanction. This raises the question about how we promote the social value of participating in higher education and what it means to legitimately earn a credential. Lessons will be shared from case experience investigating possible forgeries at a mid-sized Canadian university, including a practical discussion about how to collect and present evidence, and assessing penalties that are fair and proportionate.

Yes to Copy/Paste, and Quote While Learning Academic Writing
(Potomac E)

Morin Sonia, Universite de Sherbrooke
Information technology, unprecedented information accessibility and uninterrupted development of digital tools have changed how students write their papers. If the process of writing still calls upon information literacy, writing literacy and referencing skills, it now happens in a digital environment. If the steps of writing a paper remain the same (planning, sorting, assimilating, creating/integrating/organizing, polishing and referencing), these steps now rely on Internet-based practices which lead students to copy and paste various fragments of texts, images, videos from the web, and to combine, reorganize, assemble, arrange and finally create a paper that is original. Peter (2015) calls these practices digital scrapbooking strategies.

What digital scrapbooking strategies do university students use and university teachers teach? Can they help students write better papers and prevent plagiarism? This presentation will show findings from a survey done in 2017 that will answer those questions and prompt an animated discussion.

Session 8, Cont'd.

Foundation for Academic Success: Mobile Academic Integrity App
(Potomac E)

Amanda McKenzie, University of Waterloo
Alice Schmidt Hanbidge, Renison University College

Engaging students and instructors in academic integrity (AI) education is a pervasive concern to the quality of post-secondary education. Colleges and universities often struggle to determine the best way to introduce tenets of academic integrity into pedagogical content. It remains crucial for educators to change their current methods and determine the most effective ways to promote integrity. Hence, we have developed a mobile e-learning AI tool that be open access when research testing is complete. Lesson content revolves around the values of honesty, trust, respect, responsibility, fairness and courage (The Fundamental Values of Academic Integrity, 1999). This content is applicable across post-secondary institutions, includes diverse student scenarios, animated videos and interactive exercises. Students are awarded an e-certificate and a digital badge upon successful completion of the application. This presentation will highlight project successes, challenges, and early findings from testing of this mobile app.

W E B I N A R

April 5, 2018

SAVE THE DATE

Using Restorative Justice in Academic Integrity Cases

Thursday, April 5
11am PST / 2pm EST

Jessica Kuecker Grotjohn
Assistant Director, Office for Community Standards
University of Minnesota, Twin Cities

In 2015, Jessica launched Academic Integrity Matters (AIM), a restorative justice program for academic cases, which won the 2016 Innovation in Student Development Award from the Minnesota College Professionals Association. Jessica has been a member of the Association for College Student Administrators since 2010 and has presented on such topics as Strengths Based Sanctioning, Academic Restorative Justice, and alcohol education. She has provided training for faculty and administrators at the University of Minnesota on academic integrity, Title IX, and disruptive students. Additionally, Jessica has served as a community member for Minneapolis Restorative Justice and Community Action. Before working in student conduct and student affairs, Jessica worked in academic advising and residential life.

Watch your email and/or facebook for a link to register for free coming in early March!!

The International Center *for* Academic Integrity

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Brunch, Member Meeting & Listening Session

During brunch, David Rettinger will solicit feedback and answer questions from you, the membership, about the future of ICAI. He and the rest of the board will be available to discuss a shared vision for increasing the breadth of our reach and the impact of our activities.

On behalf of the ICAI Board, thank you for attending and we will see you at next year's conference!
Have safe travels home.

Academic integrity starts here

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Save the Dates!

ICAI 2019 will be held on March 8-10 in one of America's favorite cities. Details to come.