ICAI

International Center for Academic Integrity

Sixth Annual ICAI Mid-Atlantic Regional Conference

Reimagining Academic Integrity in a Moment of Rapid Change

Feb. 3-4, 2021, Virtual

Hosted by…

UNIVERSITY SYSTEM of MARYLAND

WILLIAM E. KIRWAN
CENTER *for* ACADEMIC INNOVATION

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

Douglas Harrison, Vice President and Dean, School of Cybersecurity and Information Technology, University of Maryland Global Campus

Douglas Harrison, PhD, is vice president and dean of the School of Cybersecurity and Information Technology at University of Maryland Global Campus. As dean, he is responsible for the vision and delivery of workforce-relevant cyber and IT education through the university's open-access model for adult and military students. He also leads UMGC's strategic initiative to strengthen the security of the online teaching and learning environment and secure the university's intellectual property on the internet.

Harrison consults nationally on matters of academic integrity, authentic teaching and learning, and faculty performance assessment. Prior to joining UMGC, Harrison held administrative and faculty appointments at Trinity Washington University, where he led a transformation of the first-year curriculum in the university's historic women's college; James Madison University, where he oversaw career development initiatives for faculty; and Florida Gulf Coast University, where he was faculty senate president and a member of the Board of Trustees.

His work in higher education has been recognized with the National Education Association's Award for Excellence in the Academy and the John W. Kluge Fellowship at the Library of Congress. Dr. Harrison received a bachelor's degree from the Pierre Laclede Honors College at the University of Missouri-St. Louis, and master's and doctoral degrees from Washington University in St. Louis.

ICAI would like to thank the planning committee for their contributions in framing the program structure and content.

2021 ICAI MID-ATLANTIC REGIONAL CONFERENCE PLANNING COMMITTEE
Jen Simonds, University of Maryland Global Campus
MJ Bishop, University System of Maryland
Nancy O'Neill, University System of Maryland
Zakiya Lee, University System of Maryland
Azalea Hubert, West Virginia University
James Orr, University of Memphis
David Rettinger, University of Mary Washington
Matthew Scruggs, University of Lynchburg
Pam Pringle, Christopher Newport University
The Planning Committee also wishes to thank edBridge Partners, LLC, for their help with this event.

Wednesday, February 3, 2021

Time	Session
12:30 - 2:00 p.m.	Welcome and Opening Plenary *Reimagining Academic Integrity in a Moment of Rapid Change*
2:00 - 2:15 p.m.	Break
2:15 - 3:00 p.m.	Concurrent Sessions
3:00 - 3:15 p.m.	Break
3:15 - 4:00 p.m.	Concurrent Sessions
4:00 - 4:15 p.m.	Break
4:15 - 5:00 p.m.	Networking

Thursday, February 4, 2021

Time	Session
12:30 -1:45 p.m.	Plenary Panel *Academic Integrity in a Pandemic: Reflections from a Year on Zoom*
1:45 - 2:00 p.m.	Break
2:00 - 3:00 p.m.	Lightning Round Talks *Room 1: Online Proctoring and Alternatives* *Room 2: Student Experience*
3:00 - 3:15 p.m.	Break
3:15 - 4:00 p.m.	ICAI Town Hall
4:00 - 4:45 p.m.	Networking

PROGRAM – WEDNESDAY, FEBRUARY 3, 2021

12:30-12:45 p.m. | WELCOME

Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs, University System of Maryland; Blakely Pomietto, Senior Vice President and Chief Academic Officer, University of Maryland Global Campus; and Camilla J. Roberts, President, International Center for Academic Integrity and Director, Kansas State University Honor and Integrity System

12:45-2:00 p.m. | OPENING PLENARY

Academic Integrity as a Driver for Access and Inclusion | *Douglas Harrison, Vice President and Dean, School of Cybersecurity and Information Technology, University of Maryland Global Campus*

Within the ICAI's scholar-practitioner community, the important links between active and engaged instructional approaches, metacognitive development, and restorative-justice responses to scholastic dishonesty are well established. Less well developed is a constructive model for understanding the positive relational value of academic integrity and access to attainment in higher education. This keynote address develops this concept – that the educational practices central to cultures of academic integrity have the power to be critical disruptors of inequitable access to higher education for new college majority student populations: first-generation (often low-income) students, students of color, military affiliated and working adults too often left behind by higher education.

2:00-2:15 p.m. | BREAK

2:15-3:00 p.m. | CONCURRENT SESSIONS

Online Exam Proctoring: The Good, the Bad, and the Ugly
Kathryn Demarest, Lecturer of Accounting, Daniel Gerlowski, Professor of Economics, and Candace Caraco, Assistant Provost, all of the University of Baltimore

While the events of the past year have propelled almost every educational institution to implement online learning and assessment, the University of Baltimore has deep roots in online instruction at both the undergraduate and graduate levels. In this session, a panel of faculty and administrators from UB will review their multi-year journey through the selection and implementation of several online exam proctoring solutions. We will begin by examining the pedagogical and regulatory pressures for secure exam environments in online classes. Then, we'll share challenges we faced along this journey and identify best practices associated with evaluating and implementing proctoring solutions. Of critical importance is the institutional support needed for a successful implementation, and we will discuss the ways in which our institution has supported both faculty and students through this journey.

The Good, the Bad, and the Ugly: What Will We Keep from Covid-19?
Nina Burges, Honor Council President, University of Mary Washington; Madeline Brown, Co-Chair of WMC Honor Council, College of William and Mary, Julia Ashworth, Member of WMC Honor Council, College of William and Mary, and Isabelle Edwards, Vice Chair for Community Relations at UVA Honor Committee, University of Virginia

The Covid-19 pandemic precipitated unparalleled transformations that presented unique challenges and opportunities to higher education's approach to academic integrity. Nonetheless, any experience—good, bad, or ugly—is a learning experience. This workshop will feature representatives from student-run Honor Councils from the University of Virginia, the College of William and Mary, and the University of Mary Washington, who will share their experiences and lessons learned accommodating their honor systems to social distancing, unstable internet connections, and Zoom etiquette. Thereafter, they will open the floor for the audience to reflect and exchange their own experiences steering this adjustment to identify strengths, weaknesses, and strategies for improvement. Though this session is open to all, students are encouraged to attend this session.

Academic Integrity in 2040 and Beyond
Maureen O'Brien, Vice President, Evaluation Operations, Western Governors University

Brainstorm the future of academic integrity. What challenges do you anticipate? What technologies will challenge us, and what technologies will assist us? How will micro-credentials, life-long learning, the Open Skills Network, the increase in online learning, and employer training programs impact our approaches to defining academic integrity? How will robots, artificial intelligence, blockchain, and other innovations change how we detect and determine authentic work? Will personal identity protections change or influence acceptable practices? In this session, participants will formulate answers to these questions and work to define the most likely scenario for 2040, all designed to help inform strategy and direction.

Maintaining Academic Integrity: An Interprofessional Inter-Institutional Innovation Initiative
Tina Reid, Professor of Nursing, Salisbury University; Hoai-An Truong, PharmD, MPH, Professor, University of Maryland Eastern Shore; and Nicole Masenior, Science Writer, Johns Hopkins Bloomberg School of Public Health

Academic integrity is essential to maintaining an environment that fosters excellence in teaching and in educational and scholarly activities. During the COVID-19 pandemic and this time of uncertainty, there has been a shift to online teaching, which could pose a threat to maintaining ethical standards. In this session, the facilitators will present a case study of an online Global Health course designed deliberately to maintain academic integrity. The course grew out of an interprofessional collaboration approach to teaching and assessing students' academic performance. Faculty recognized that multiple choice exams might jeopardize academic integrity even with browser lockdown features. In lieu of exams, they used reflections and presentations as an assessment strategy. Specifically, they utilized oral presentations for students to demonstrate their knowledge of global health. Each student was expected to conduct, prepare, and present research via a virtual platform with faculty evaluation. Together, facilitators and participants will identify the barriers, strengths, and lessons learned from this case to aid participants in implementing similar projects.

3:00-3:15 p.m. | BREAK

3:15-4:00 p.m. | CONCURRENT SESSIONS

Building a Culture: Faculty Use of Relevant Pedagogy and Authentic Assessment to Enhance Student Academic Integrity
Patricia Westerman, Assistant Provost, Faculty Academic Center of Excellence at Towson (FACET); Karla Kubitz, Associate Professor, Department of Kinesiology, Inaugural FACET Teaching Fellow; Anne Estes, Assistant Professor, Department of Biological Sciences, Fisher Science Endowed Chair; Ron Hermann, Professor of Science Education, Department of Physics, Astronomy, and Geosciences, FACET Teaching Fellow; Barry Margulies, Professor of Biology, Molecular Virology; Director of Towson University Herpes Virus Lab, Department of Biological Sciences; and Dominique Swann, Instructional Designer, FACET; all of Towson University

The Faculty Academic Center of Excellent at Towson (FACET) will present a panel of four faculty along with two FACET facilitators to discuss how to promote a culture of academic integrity and minimize opportunities for student misconduct. Faculty will discuss the importance of setting a positive, mutually respectful tone for a face-to-face, hybrid, or online classroom. Specifically, they will describe engagement strategies that help students feel like part of the classroom community and that help situate their coursework within the context of professional behaviors and disciplinary expertise. The faculty also will share numerous examples of their use of transparent, relevant content; individualized teaching and learning processes; and non-traditional assessments that help students to undertake authentic academic work. The session includes time to pose questions to and interact with panelists. Participants will leave the session equipped with diverse examples of pedagogical approaches, including direct discussion of importance of integrity, establishment of positive communication strategies, individualized instruction, and non-traditional assessment, that help students to develop academic integrity.

PROGRAM – WEDNESDAY, FEBRUARY 3, 2021

Violations of Academic Integrity: Merely a Question of Intent?
Alison Goodrich, Department Chair; Michael Hill, Program Director, Criminal Justice and Investigative Forensics; Christopher Swain, Program Director, Public Safety Administration; Kara Hoofnagle, Collegiate Faculty, Criminal Justice; and Justin Baumgartner, Collegiate Faculty, Public Safety Administration; all of the Department of Education & Public Service, University of Maryland Global Campus

What is the determining factor in cases of Academic Integrity? Is it simply a question of the intent of the student involved in the event, and if so, how is intent accurately determined? What if intent cannot be determined, let alone validated? Are there specific strategies that can be employed to accurately determine intent? Is intent dependent upon specific factors and specific situations? Is intent even relevant in cases of Academic Integrity? Is there any type of consensus in the higher education sphere with respect to the issue of intent? This panel discussion will feature faculty and staff from the Department of Public Service at the University of Maryland Global Campus (UMGC) and will help participants define the concept of intent in cases of academic integrity, determine the relevancy of intent in cases of academic integrity, and identify/employ specific strategies for determining intent in cases of academic integrity.

From Punitive to Positive: Shifting the Model of Citation and Licensing Education
Cathleen O'Neal, Instructional Designer, Center for Excellence in Learning, Teaching, and Technology; David Kelly, Writing Service Coordinator; and Kristin Conlin, Reference and Instruction Librarian; all of the University of Baltimore

There is an implied expectation in academia that writers know how to cite right the first time. Moreover, the stigma surrounding plagiarism does not allow students to make mistakes and learn. At the University of Baltimore, we sought to redesign the institution's plagiarism tutorial, which had embodied the expectations addressed above. We shifted the punitive focus to a positive, informative approach and reframed it as the "Citations and Licensing Guide." In this session, we'll share the collaborative process wherein the three presenters pooled their expertise to create a guide to citation and content licensing. The module teaches students how to practice and implement citations and engage the larger conversation around citation practices, information value, and content ownership, while building a framework of support for students to understand writing as a process rather than an end product. The facilitators will guide participants through an examination of their institutional context and help them identify stakeholders necessary for implementation at their institutions. We'll also collaborate with participants to develop a process for communicating the value of teaching the writing process and how citation and ownership of content is an iterative process.

Got You, Not Gotcha: Promoting Integrity through Best Practices in Online Learning
Jen Simonds, Assistant Vice President for Academic Integrity & Accountability; Kate Cardin, Senior Director, CBE & Curriculum Design; Rob Coyle, Assistant Vice President for Course Development; Brandie Shatto, Program Director, Educational Technology; and Jeanine Williams, Program Director, Writing Across the Curriculum; all of University of Maryland Global Campus

In this session, professionals from curriculum design/development, educational technology, academic integrity, and writing across the curriculum will share strategies to enhance the student experience and motivate students to work with greater integrity in the online environment. Participants will explore proactive strategies for promoting integrity, including elements of high-quality online learning, the importance of instructor presence and social connections in the online environment, and authentic assessment. Participants will also take a turn at adapting a favorite face-to-face teaching activity into an online strategy that promotes integrity.

4:00-4:15 p.m. | BREAK

4:15-5:00 p.m. | NETWORKING - Participants will have an opportunity to network in small group breakouts.

PROGRAM – THURSDAY, FEBRUARY 4, 2021

12:30-1:45 p.m. | PLENARY PANEL

Academic Integrity in a Pandemic: Reflections from a Year on Zoom | *Moderator: David Rettinger, Professor of Psychological Science and Director of Academic Integrity Programs, University of Mary Washington;*

Panelists: Matthew Scruggs, Assistant Dean of Students, University of Lynchburg; Azalea Hulbert, Director of Academic Integrity, West Virginia University; James Orr, Vice Provost for Academic Affairs and Strategic Enrollment, University of Memphis; and Nina Burges, Honor Council President, University of Mary Washington

Professionals with unique experiences from four separate institutions will engage in a moderated discussion regarding the various procedural and human challenges brought forth by COVID-19. The panel will share their experiences navigating through and adjusting to the changing landscape that came along with managing conduct and academic integrity related concerns. The panel will share lessons learned through reflecting on the Fall semester and thoughts on how the changes necessitated by COVID-19 will potentially carry on after the pandemic is over. Time will be set aside for Q&A to promote deepening the reflections and lessons learned through this current normal for all conference attendees.

1:45-2:00 p.m. | BREAK

2:00-3:00 p.m. | LIGHTNING ROUND TALKS

Room 1: Online Proctoring and Alternatives
Moderator: Jen Simonds, Assistant Vice President for Academic Integrity & Accountability, University of Maryland Global Campus

Room 1, Talk 1: Promoting Academic Integrity in Large Online Course Exams without Surveillance Software
Tara S. Carpenter, Senior Lecturer, Chemistry and John Fritz, Assoc. VP, Instructional Technology, both of the University of Maryland, Baltimore County

This lightning talk will highlight an interesting approach to online exams that does not use surveillance software. Two UMBC chemistry professors, Tara S. Carpenter and Sarah Bass, teach the largest course on campus (900+ students). They developed a pool of more than 1,500 questions that are similar in rigor and concept but vary in details and facts. These incrementally different questions feed four different, 20-25 question, "open note" exams or "learning checkpoints" throughout the semester, each of which consists of five parts and is distributed to four randomly assigned groups of students, no two of whom receive the exact same test. As a result, instead of trying to "catch" students cheating on a small set of questions, this approach appears to be overwhelming those who might be tempted because there are simply too many different variations of a question to possibly account for. So, they might as well just study for the exam concepts and be prepared to apply them to answer specific problems in their own iteration of it

NOTE: For this session, participants are strongly encouraged to view the 25-minute screencast demo of Carpenter's approach (https://voicethread.com/share/15848321) in advance of the conference and to use their video camera or microphone to pose questions inside VoiceThread. She will address these questions during the lightning talk as time permits.

Room 1, Talk 2: Integrity as Integration
Linda Howell, Assistant Professor of English, University of North Florida

In this lightning talk, I will gather together the most recent scholarship of educators, including Stommel, Wardle, and others, who are resisting proctoring software and surveillance cultures that monitor student performance. I'd like to reframe the discussion of academic integrity as academic integration, wherein we think of the cultural moves made by institutions to teach values of the professions that guide ethics, performance, and the consequences of "cheating." This talk is meant to provoke the participants into a reverse mindset that unpacks the meaning and definitions of academic integrity from not only an institutional perspective but also their personal, pedagogical, and disciplinary perspectives, with the goal of decentralizing a term that risks becoming a vacant placeholder for various expectations that we are not articulating. The lightning talk will ask participants to review their definitions of academic integrity, consider how integrative the concepts of integrity are taught within their courses, disciplines, and institutions, and produce questions for further conversations with stakeholders in the academic integrity discourse.

Room 1, Talk 3: Student Perceptions, Proctoring, and Performance
Dan Gerlowski, Professor of Economics, and Kathryn Demarest, Lecturer of Accounting, both of the University of Baltimore

In the applied pedagogical literature, there is evidence that proctoring depresses student performance and time on task. We label that performance difference the "Proctoring Discount." A team of researchers at UB has examined the proctoring discount in light of student backgrounds and perceptions regarding stress of being proctored, belief in technology, and other areas. We find evidence of the proctoring discount and of the significant role played by student perceptions related to the exam process. Our results lead us to claim that when using online proctoring systems, faculty should take steps to alleviate student perceptions. With this talk, participants will learn about the need for proctoring that is administered in a clear and precise way and consider how to take steps to lessen student anxiety and stress.

Room 2: Student Experience
Moderator: Mariko Carson, Case Manager, Office of Academic Integrity & Accountability, University of Maryland Global Campus

Room 2, Talk 1: Reimagining Mandatory Video Presence for Students in Synchronous Remote Class
Vitus Ozoke, PhD, Department of Conflict Analysis and Dispute Resolution, Salisbury University

I have required active video presence for students in my synchronous remote classes. I do that for accountability. I want to know that my students are actually in class with me when they log on to class; otherwise, a student may log on to class but not be in class. Even worse, Zoom may capture a student as having logged on to class, but the same student is simultaneously caught up in a situation that is not remotely class related. When this occurs, the integrity of the class is compromised. But there is a flipside of this coin. Apart from engaging in non-class related activities at the same time a student is simultaneously logged on to class, other factors may force a student to not activate their video in class. Perhaps the student does not want to share their environment, because the student is embarrassed by what the rest of the class may see and learn from the student's video background. And speaking of background, factors of race, religion, and socioeconomic status affect background. So, as we reimagine academic integrity in a moment of rapid change, I propose reimagining mandatory video presence for students in synchronous Zoom classes.

Room 2, Talk 2: Lossless Academic Integrity: Re-engineering an Academic Integrity Policy for Listening
Russ Wood, Assistant Professor of English Humanities, Southwest Virginia Community College

Students are storytellers; their life experiences require attention. Do we listen? Disputes over honest or dishonest actions might be more nuanced than a first read of an academic misconduct case suggests. So, a re-think on what an Academic Integrity Policy asks of students is essential. Is there space for silence and listening built into the case review process? In this lightning talk, the presenter offers three ways to emphasize listening as a way to promote fairness.

Room 2, Talk 3: Flourishing or Floundering: Themes in Student Excuses
Jillian Orfeo, Case Manager, Office of Academic Integrity & Accountability, University of Maryland Global Campus

How do we as higher education professionals balance empathy for student hardships with accountability for student actions that are influenced by difficult life circumstances, but that violate policies? In this lightning session, we will discuss common themes in student excuses in response to allegations of academic misconduct. When it comes to student excuses and our responses that follow, where is the flourishing and where is the floundering?

3:00-3:15 p.m. | BREAK

3:15-4:00 p.m. | ICAI TOWN HALL

Camilla J. Roberts, President, International Center for Academic Integrity and Director, Kansas State University Honor and Integrity System; David Rettinger, Professor of Psychological Science and Director of Academic Integrity Programs, University of Mary Washington; Douglas Harrison, Vice President and Dean, School of Cybersecurity and Information Technology, University of Maryland Global Campus; Azalea Hulbert, Director of Academic Integrity, West Virginia University; and James Orr, Vice Provost for Academic Affairs and Strategic Enrollment, University of Memphis

Join us for an opportunity to learn more about ICAI. Ask board members about membership benefits, the international conference, research and institutional assessments on academic integrity, and other activities. A great way to get involved.

4:00-4:45 p.m. | NETWORKING

ICAI members will host topical breakout rooms about the pressing topics in academic integrity.

ICAI Survey | *Moderator: David Rettinger, Professor of Psychological Science and Director of Academic Integrity Programs, University of Mary Washington*

Advocacy | *Moderator: James Orr, Vice Provost for Academic Affairs and Strategic Enrollment, University of Memphis*

Policy | *Moderator: Azalea Hulbert, Director of Academic Integrity, West Virginia University*

Pedagogy | *Moderator: Nancy O'Neill, Associate Director, Kirwan Center for Academic Innovation, University System of Maryland*

Technology Tools | *Moderators: Jen Simonds, Assistant Vice President for Academic Integrity & Accountability and Douglas Harrison, Vice President and Dean, School of Cybersecurity and Information Technology, both of University of Maryland Global Campus*

Remote and Online Learning | *Moderators: Rob Coyle, Assistant Vice President for Course Development and Brandie Shatto, Program Director, Educational Technology, both of University of Maryland Global Campus*