Academic Integrity Taskforce Meeting
April 16, 2010
Minutes

Members Present: Steve Hagen, Ken Gerhardt, Stephanie Hanson, Angela Linder, Chris Loschiavo, Sara Mock, Heidi Radunovich, Paul Robinson, Paul Sindelar, and Paige Crandall

Primary Topic: Is there a problem with academic integrity at UF? If so, is this a systemic problem or do there appear to be pockets of concern with academic dishonesty at UF? (Addressing these questions was a primary charge of the task force.)

Assignment via e-mail prior to the meeting: In addition to SERU data previously provided, prior to this meeting Stephanie had asked faculty to look at their college's responses to the same questions presented by Paige last meeting. In addition, she asked members to review two additional questions from the SERU data, "Do faculty clearly explain what constitutes plagiarism and its consequences?" and "There is a clear sense of appropriate and inappropriate behavior on this campus. (What is your level of agreement or disagreement?)" . She wanted to see if there were differences reported in regards to behaviors and observations among the majors for each college.

Results of internal survey review:
-Heidi (CALS) stated she saw no substantial differences between the summative data and her college data among her majors.
-Steve said that the data in the majors within CLAS was basically the same.
-Stephanie (PHHP) said that her college reported a higher number of those who agreed that "there is a clear sense of appropriate and inappropriate behavior on this campus" than the overall campus response. She went on to say that she noticed a jump between the 1st year and the 2nd year students' responses however was surprised by the limited variability between the 1st year students and the seniors.
Other task force members concurred that the patterns appeared similar to the summative data reviewed last meeting.

-In regards to the question pertaining to whether faculty clearly explain what constitutes plagiarism, Heidi talked about her experience giving specific examples of plagiarism and then asking students whether or not it was plagiarism. Based on the answers she felt that the faculty had not clearly explained what constitutes plagiarism.

Unanimous Consensus regarding First and Second Charge to the Task Force: Based on the discussion, task force members agreed that there appears to be a system-wide issue rather than just pockets of concern regarding academic integrity across undergraduate majors. The limitation on this response was that the SERU data focus on undergraduates. However, the task force was comfortable moving to the next phase of activity - survey design and data collection - because the task force agreed to collect data across student levels to better understand the culture and issues related to academic integrity.

Angela stated that her college (Engineering) is currently surveying their students about integrity and these data may also be available for consideration. .

Review of Bibliography: As a way to collect more data and information regarding various issues of academic integrity, Angela, Jen, and Stephanie compiled a bibliography that Stephanie handed out .

Each member volunteered to take one page of the bibliography and to report back to the committee at the **next meeting** regarding whether the publication would be a worthwhile general resource and as a specific aid in creating a campus survey on academic integrity. The task force agreed to categorize the resource based on the following system:

+Definitions of academic dishonesty
+Factors that contribute to academic dishonesty (i.e. technology)
+Recommendations to address academic dishonesty
+Tested interventions and outcomes
+Assessment instruments used to measure academic integrity
+Creating an academic culture that highlights academic integrity

The members took the following pages: Paul S. page 1; Angela page 2; Ken page 3; Heidi page 4; Sara page 5; Chris page 6; Paige page 7; Paul page 8; Jen page 9; Steve page 10;Stephanie page 11

Chris handed out another bibliography the library group is working on currently for their academic integrity project.

Survey Brainstorming: We briefly discussed the types of issues we might query once we begin survey design. We initially focused on student variables. A few examples are provided below.

+ Why students don't come forward to report academic dishonesty?
+ How much time do they put into studying?
+ How do students feel about their time management skills?
+ What are the student's priorities?
+ For graduate students what is their knowledge around work product issues?
+ How do students define academic dishonesty?

Announcements
The website is almost ready and there will be a discussion board that will be available for the task force members and faculty to post questions/answers and general information.   Next week, we will review the bibliography and begin more detailed survey work.

Stephanie plans to give an update at the Faculty Senate meeting in May, where she will provide the link for the website.

The next meeting will be Friday May 7th at the College of Education Dean's Conference Room, 158 Norman Hall. There's ample parking in the lot just south of the building.