Academic Integrity (Summary of Committee Work 2017)  

Committee Members

<table>
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<tr>
<th>Name</th>
<th>Dept/Role (during the time committee met)</th>
<th>School/Unit</th>
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OVERVIEW

- **Charge**
  - Undergraduate only
  - Initial scope was to arrive at consistency between schools
  - Expanded scope was to consider best new practices
    - With hope of adoption across schools

- **Duration**
  - January to May 2017
  - Final report presented to Provost 26 May 2017

- **Method**
  - Interviews with students, TAs, professors, AIOs
  - Committee members assigned to study other schools’ practices
  - Consensus process to arrive at report
  - Webinars, books

SUMMARY OF FINDINGS

- Schools observed different practices
○ Some similarities, but differences in details were important
○ All started from the same university-level rules
○ Differences despite frequent meetings of the AIOs throughout the year
● There was no one school whose entire practice was best
● But each school had best practices that made up our final report
● We considered universities that handle integrity only at the university level
● We favored keeping a two-tiered system much like what we do now
  ○ Too many cases to handle at just one level
  ○ Domain expertise is necessary to understand integrity violations
  ○ Each school has its own first tier
  ○ SCB is the second and final tier

SOME OBSERVATIONS
● Students say they are unclear about the boundaries of collaboration
  ○ Even in an important course such as Chem 111
● Assistant to Course Instructors are trained well ahead of their actual mentored teaching experiences
● Cheating cases are on the rise in all schools
  ○ But especially in SEAS, especially in computer science
  ○ In good company
    ■ Stanford, Harvard have made the news about this
  ○ We haven’t made the news yet, and are trying everything to reduce the cheating
  ○ Of the large number of cases, nearly all of the students admitted guilt
    ■ A handful of hearings, but in each case so far, the charges stuck
    ■ The evidence produced in this regard is almost irrefutable
● Some professors are handling this on their own
  ○ Skepticism about school- and university-level procedures and outcomes
    ■ Too hard on students
    ■ Too easy on students
  ○ In violation of university rules
  ○ Depriving students of due process
    ■ Professors offer the “no mark on your record” punishment
    ■ Which some innocent students have accepted
      ● Rather than have their friends found guilty and incur the mark on their record
  ○ Very uneven treatment
  ○ No record of students’ activities in other classes
● Students will say that nothing bad can happen on the first offense
  ○ Is currently an artifact of the SCB not seeing a case unless truly egregious or a second offense
  ○ Leads to petty cheating until caught

GOALS OF A NEW PROCESS
● Greater sense of ownership by all involved
  ○ Increase sense of ownership among faculty and students
● Acceptance of our standards as students apply
Milestones of acceptance of offers
Agreement to abide by our standards
Exclusion of lawyers and hired expert witnesses at hearings

- Greater clarity of boundaries in courses
- Greater awareness of prosecuted cases
- Greater appreciation for the positive nature of upholding academic community standards
- Protection of non-tenured faculty

EXAMPLES OF IMPORTANT DIFFERENCES BETWEEN SCHOOLS
- ArtSci has students on their Academic Integrity Panels
- Olin makes a grade stick (cannot be replaced) following an “in violation” finding
  - But they cannot (yet) keep students from dropping the course with no trace on transcript
- When allegation is filed, what happens?
  - ArtSci and SEAS offer student chance to admit guilt or to have a hearing
  - Olin has its Associate Dean + 1 administrator hear evidence and decide
    - Student can appeal to panel
    - But there were almost no appeals in 3 years

HIGHLIGHTS FROM THE 12-PAGE DOCUMENT
- Improved training of instructors, TAs, and students
- Steps to protect (especially non-tenured) instructors and TAs
- Create an ongoing conversation about our community standards
- Publish anonymously the outcomes of all cases
- Sanctions should persist, even if a student drops a course
- SCB is the only appeal following dissatisfaction from the school-level hearing
  - Situations where faculty can appeal
  - Students can appeal
    - Saying the process was flawed or unfair
    - Saying the outcome was not justified
    - The appeal is not second hearing on charges: the school’s finding sticks
- Panels should have at least one faculty member and at least one student
- Students should have support for navigating the process

SOME PERSONAL REFLECTIONS, A YEAR LATER
- Maintaining a conversation about integrity in my course dramatically decreased the incidence of violations
  - Continual encouragement to seek help when needed
  - Reports of cases that had been prosecuted
  - Official mechanism
- Violations almost always involve
  - Friends, where one feels sympathy to help the other
  - Students who have not taken advantage of instructor hours, TA hours, help sessions, etc.
- But there are a few egregious or strange cases
• There are some students who are very reluctant to get help at all
  o Self report that they feel obligated to do the work completely on their own
  o And then when the deadline nears, they become desperate

WHERE ARE THINGS NOW?
• New Director of Student Conduct and Community Standards: Sheryl Mauricio
• Academic Integrity Offers considering the report

DISCUSSION
Is there protection for non-tenured faculty/instructors who report student cheating? They could be concerned about repercussions from negative student evaluations.
  • This issue has been discussed. The committee heard from lecturers about the fear of bringing cases forward because of that scenario. One suggestion from the Academic Integrity Committee was for the evaluations from people who have been involved in integrity cases be separated out from the rest of the class’s results. This may eliminate the fear.

Some instructors have a sense that it is burdensome to bring a case forward. Was this addressed?
  • Faculty did express the fear that it would be burdensome. Once they heard about the process they realized that the it wouldn’t be so burdensome.

Do you have specific guidelines for the separation between when teaching assistants are trained and when they actually begin to teach?
  • Every department might have a different schedule for when doc level students begin to teach. The committee suggests that training take place the semester before the TA’s begin teaching to ensure that they are aware of processes and expectations.

Is there centralized training for TA’s?
  There is not university level training. Each school provides their own training.

From Blackboard to Canvas

Marion Crain

Vice Provost Crain chaired the IT Governance Domain Teaching and Learning Committee, charged with reviewing Washington University’s learning management system (LMS), which is currently Blackboard. Since 2014 there has been wide-spread dissatisfaction with Blackboard.

COMMITTEE RECOMMENDATION
• Blackboard is the university’s current Learning Management System (LMS). Why replace Blackboard?
  o “Sunsetting” Blackboard Learn
  o Failed pilot of “Ultra,” Blackboard’s replacement product
  o Faculty dissatisfaction
  o Poor corporate customer support
• IT Domain Governance Teaching & Learning Committee oversaw pilot in Fall 2017, testing Canvas and Schoology
• Recommends Canvas as industry-leading teaching and learning solution

EVALUATION DATA
A. LMS Evaluation Program Surveys
- 24 of 26 respondents (92%) favorably inclined toward Canvas vs. 9 of 21 (43%) toward Schoology
- Ease of use numbers higher for Canvas
- Canvas users more likely to prefer to Blackboard than Schoology users

B. Use Case Testing
- Canvas tested as successful at significantly more use cases than Schoology
- Slightly higher average ratings for ease of use per use case with Canvas

C. Vendor Demo Feedback (no clear preference)

D. Power User Focus Group
- 3 of 6 power users strongly preferred Canvas; remainder comfortable with either choice
- Serious concerns expressed about lack of features in Schoology

PILOT STUDENT LMS PREFERENCE

PILOT FACULTY LMS PREFERENCE

Many thanks go to Jason Crandall from Engineering and Emily Thompson in the Business School for their fabulous job in crunching numbers.

- **Fall 2017:**
  - LMS (Learning Management System) Evaluation Program “pilot” completed
- **Spring 2018:**
  - LMS Review Committee submits Final Report & recommends Canvas
  - Teaching & Learning Domain Committee recommends Canvas
  - IT Council, IT Leaders, and IT Executive Committees approve proposal
• LMS Evaluation Final Report made available to community; approved by School Deans
• Project funding allocated

Working Timeline

1. **Summer 2018:** Planning, Implementation, Training & Support Initiation
2. **Fall 2018:** Early Adopter Phase I (faculty opt in to teach with Canvas)
3. **Spring 2019:** Early Adopter Phase II (remaining faculty opt in to teach with Canvas)
4. **Summer 2019:** Final Adoption Phase (all faculty strongly encouraged to teach in Canvas)
5. **Fall 2019:** Complete Adoption (all courses taught in Canvas)

NEXT STEPS FOR FACULTY & SUPPORT STAFF
Get prepared to teach (& support teaching) in the new Canvas LMS:
1. Browse to [lms-evaluation.wustl.edu](http://lms-evaluation.wustl.edu)
2. Fill out the **Take an early look at Canvas!** form
3. Get access to your Demo Course & training materials
4. Apply to be an Early Adopter in Fall 2018 / Spring 2019

QUESTIONS
Please reach out with additional questions, concerns, or comments:
1. Browse to [lms-evaluation.wustl.edu](http://lms-evaluation.wustl.edu)
2. Fill out the **LMS Comment Box** form
3. Watch your e-mail for follow-up, if requested

Some options available via [lms-evaluation.wustl.edu](http://lms-evaluation.wustl.edu)
• Faculty members can request to be an early adopter by filling out the application.
• Faculty, students and staff
  o can provide feedback
  o request that a sandbox be created which would allow you to play around in the system, creating courses, etc. This provides an opportunity to see how Canvas works.

In an ideal world entire programs and schools would begin Canvas at the same time. Program directors, faculty and deans should be thinking about whether it makes sense for their entire department, their entire school or particular program/s to move to Canvas all at once so that
students will have more consistency across the board. Some students that take classes across schools may have to use both Blackboard and canvas during a one-year period.

In an effort to improve our experience with Canvas, the university has purchased a 24/7 chat line/hotline service. The service will be available to faculty, students and staff. There will be a live person from Canvas that will be able to chat with you about your issues or help you on the phone.

**DISCUSSION**

Many large classes in engineering, as well as classes in biology, chemistry and math teach large classes where exams are given on paper. Software such as Gradscope is used to process the exams. What is the process for requesting the inclusion of Gradscope or similar software to be integrated into Canvas?

There is a process for making requests and suggestions. Pate of the reasoning behind moving to Canvas is to have everyone on the same platform for efficiency sake. Contact Jason Crandall or Emily Thompson via the comment box at ims-evaluation.wustl.edu to let them know your interest. This will ensure that your requests get to the committee.

The committee is also looking at third party integrations, including for example, Turnitin, an antiplagiarism software, that will allow us to do a better job of helping with academic integrity.

Will there be published lists of courses and faculty that are going to adopt Canvas?

The published list is a great idea. Marion will suggest it to Emily and Jason. However, in the committee’s investigation of current support offered via Blackboard, they found that students don’t have a consistent way to getting support with their questions. That is one of the justifications for the 24/7 support with Canvas.

Will Canvas include the capability to import from Blackboard or ERes

There may be copyright issues unless it is material that you created. Transferring files can be automated in Canvas. Canvas offers a tutorial on how to transfer files. In the beginning, temporary help will be available to help you transfer your files. There is also the 24/7 assistance.

All faculty that piloted Canvas did not need to utilize the 24/7 assistance. They were able to intuitively figure out how to do things on their own.

**Student Health Services**

**Tamara King**

**HABIF HEALTH AND WELLNESS CENTER UPDATES**

- The University continues to commit additional resources to Student Health and Wellness
  - Funding provided for 2017-2018 allowed for additional staff to be hired with specific areas of expertise and enhancement of staff diversity
  - Funding for 2018-2019 will allow for more health and wellness cluster staff
    - The new Executive Director and the cluster leadership will come together to discuss the areas of greatest needs to determine allocation of funding
- Personal pronouns now easily accessible in the student’s medical records
- Students may opt into text messaging appointment reminders
- Therapist Assisted Online (TAO) – self-help component web-based program was rolled out Spring 2018
  - We recognize that the 9:00 AM -5 PM hours don’t always work for our students. TAO offers 24/7 real-time assistance.
- Recipient of a Recovery Grant for Students with Addiction(s). The Record featured an article about the grant which can be found at [https://source.wustl.edu/2018/01/program-students-recovery-launches/](https://source.wustl.edu/2018/01/program-students-recovery-launches/).
- In response to graduate and professional students’ requests, an embedded counselor has been placed in Seigle Hall as of January 2018
  - Exploring ways to provide this service to the undergraduate student population is being considered

**STUDENT UNION COLLABORATES WITH HABIF HEALTH AND WELLNESS CENTER**

The outgoing SU president, Sydney Robinson and the newly elected SU president, Grace Egbo, have both stepped up and supported health and wellness issues for our undergraduate student population.

- **Kognitio@risk for faculty and staff**
  - An on-line, interactive tool to assist with identifying students who may need support. The tool offers role play training, where the professor or staff member identifies within their “classroom” students who may need special attention. How quickly does the student need attention? How effective has the faculty or staff member been in transitioning the student to a referral or clinical support?
  - $26,000 reserved for this initiative for the next two years
  - The program will be expanded to include TA’s and graduate assistant training.

- Student Union established a fund to help defray the cost of co-pays, transportation, and other health care related costs for under-resourced students.
  - $30,000 reserved for this initiative

Tamara thanked Grace Egbo, president of the Student Union, for making this a priority for Student Union next year.

**DISCUSSION**

Regarding Kognito – should faculty go through training before there is an issue or wait until they suspect there is a student who has an issue?

Either is fine. The training is a 40 – 45 minute learning experience. The user has to be fully engaged.

Is it holistic or just about one student?

The training focuses on a classroom of about 30 students. It is a high engagement, highly active program.

Is your recommendation to the schools that all faculty avail themselves to this training before classes?

Yes. That would be ideal. There have been discussions about making training mandatory but it is not at this time. Faculty and staff are the eyes and ears for individuals who may be having issues.

The plan is to have Kognito available to faculty and staff this summer.

It would be beneficial to offer training to peoples who work in areas such as Bears Den. These workers have a lot of interaction with students and know many of them very well.
This is a great suggestion. There have also been discussions about including RA’s and WUSA’s. The more people that are trained in Kognito the better off we will be as a community that supports our students.

**Fraternity and Sorority Life**

**Maxwell Thompson and Rob Wild**

**Greek Headlines**

37% of WashU students are members of one of the following chapters:

- Women's Panhellenic Association: 9 organizations
- Interfraternity Council: 11 organizations
- Alpha Psi Lambda – Co Ed Latino Fraternity: 1 organization
- Divine Nine: 4 organizations

In spring 2017, Dr. White asked Rob Wild and Leslie Heusted, Executive Director of Campus Life to convene a task force to better understand the WashU fraternity and sorority community. Where were the strengths? Where were the challenges?

Maxwell Thompson, (Arts & Sciences 2018) was a member of the task force. Max has been a very strong voice in the fraternity community during his entire time at WashU.

**Task force Charge**

- to assess the **health and overall effectiveness** of the fraternity/sorority community on campus and its contribution to undergraduate student life,
- to review the overall fraternity and sorority community at Washington University to better understand **strengths and challenges** of fraternity/sorority life on campus,
- to identify areas where fraternity and sorority culture **needs to be strengthened** to better align with Washington University values and expectations,
- to identify strategies for diverse student participation in Greek letter organizations and enhancing support for NPHC and multicultural Greek letter organizations on campus,
- to chart a strategic course for **improving the experience** for undergraduate students in fraternities and sororities on the Washington University campus.
Not shown on the slide are issues related to health, drug abuse and sexual assault. On the positive side, there are a lot of important indicators on social life, community involvement and leadership.

The Experience

• **Many benefits** - based on individual chapter experience and membership: Academic Excellence, Community Service, Sense of Belonging, Leadership Skill Development

• **Community Challenge** - lack of identity and connection with overall community which translates to a lack of understanding of the positive impact to the Washington University Community

Recommendations

1. **Community Identity** - Explore ways to better celebrate, promote, embrace, and encourage fraternity/sorority community identity, spirit, and traditions.

2. **Accessibility** - Identify ways to ensure the fraternity/sorority community is accessible and open to ALL students in the Washington University community.

3. **Risk Management** - In order to increase safety, lower risk and empower chapter members to promote a culture of shared accountability, explore and create new social event management policies that align with FIPG guidelines and University policy.

4. **Support** - Develop a staffing model that gives the University the ability to better support, advise and manage our significant student fraternity/sorority community.
Maxwell Thompson joined Beta Theta Pi as a freshmen and went through spring rush. Three positive aspects of joining:

1. Community
2. Mentorship
3. Leadership

It was extremely valuable as a freshman to have the mentorship of sophomores, juniors and seniors. Max's extracurricular involvement in areas such as WUSA were a result of the support and guidance he received from his chapter. The members also helped him in his professional experiences going through job recruitment.

Max spent two years on the Beta Executive Board. He first served as scholarship chair and then Risk Manager. This past year he was chapter president. One of the most defining experiences of his college years was learning how to deal with 80 people with different visions about what the chapter should be doing. You can gain this experience in other scenarios but what makes this different is that you are living with the people. You see them every morning and every night.

**DISCUSSION**

What kind of support is there for students who have been denied membership? The sense of rejection can be detrimental to a student.

It is not fair or transparent. It can be seen as exclusive. Beta Theta Pi has identified this as an issue. The chapter has started to reach out to students that have been rejected.

Rob referenced “True Gentlemen: The Broken Pledge of America’s Fraternities” by John Hechinger. The author points out three fundamental flaws with the current Greek system that need to be overcome nationally.

1. Hazing and alcohol - a culture where both are accepted and sometimes encouraged and celebrated which is stark contrast to universities values around safety
2. Sexual Assault: incidents of sexual assault are higher among students who belong to fraternities and sororities.
3. Inclusion – over the past 150 – 200 years universities have changed around the concepts of inclusion but some fraternities and sororities have not.

He has seen elements of change and discussions on how to support different cultural groups.

WashU will continue to work on inclusion.

How are you addressing the inclusion of lower income students who do not have the means to be a part of the Greek system?

The task force recommendation #2, Accessibility, addresses this issue. There will be discussions this fall about socioeconomic access to fraternities and sororities. There are two aspects to consider: financial and social. How truly accessible are these organizations?

What are the multicultural Greek organizations?

Our campus has one; Alpha Psi Lambda, a coed organization that supports Latin American students. Many multicultural organizations similar to this are growing on other campuses such as Asian students, LGBT community and other cultural identity groups.

Are students seeking the multicultural groups because of the inclusivity or is it because they didn’t make it into the other fraternities and sororities?
Both - if you look at participation of underrepresented minorities on this campus it is across the board. This has to do with systemic issues and access and needs to be looked into further.

Do you have data on students that wanted to get into the organization and weren’t invited? 
Yes, but sorority and fraternity recruitment are very different. Sorority recruitments are organized and happen during a specific period of time at the beginning of the fall semester. It is set up so that everyone who registers has the potential of being accepted to one of the sororities at the end of the process. Only 5 – 10 people out of approximately 400 don’t match up at the end of the process.

It is important to look at this in the context of history. One of the differentials between traditional IFC and Divine Nine is that when you become a member of the Divine Nine at undergraduate level, you are committed to them for the rest of your life. For the IFC, that is not the expectation. The appeals are different for both groups. Part of the inclusion is also about what IFC has to offer to students of color and/or students from lower income backgrounds that will help them connect to their own cultural capital. Every student has social capital. The question is how does that capital get respected, appreciated and recognized as opposed to being changed into something that they are not. There needs to be distinction between the cultural value of Divine Nine and IFC.

Do you have actual demographics on the make-up of fraternities and sororities gender and race?
Yes. There is information on demographics. There have been discussions about posting scorecards for each chapter. The numbers are so low they may not even show on a scorecard.

How do you change the culture from increasing the numbers just for the sake of increasing the numbers?

Do you have steps to explore and create new policies?
Yes. Current polices are being refined to be easier for students understand and abide by.

Please contact Rob if you have further thoughts or suggestions.

**Campus pulse**
Feedback, suggestions for future topics or suggestions on ways the meetings could be changed.

- Increase the number of student representatives on the committee. Double the number of current students.
- Meetings should be more engaging.
- From a student’s perspective, they have been presented with issues after decisions have been made. Students would like to hear about issues before decisions are made so their input could be heard and be a part of the outcome.
- Less reporting and more deliberating.
- Breakout discussions would be less intimidating.
- Establish a policy that students have an opportunity to speak first after each presentation.
• Make undergraduate students aware of the Undergraduate Council. Publicize the names and the roles of the student membership, noting that they are a conduit between undergraduate students and the Council.

• Publicize the Undergraduate Council website.

• Currently agenda item suggestions are requested during Campus Pulse. Come up with a less intimidating way for students to suggest future agenda topics. Possibly an anonymous form.

• Advertise on the Student Life op ed page. Provide a link for topic suggestions.

• Share the list of past topics that have been addressed. Should the topics be readdressed?

• Clearly define the expectations of student membership on the Council.
  o The hope is to get student’s reaction to issues that are presented.

The Undergraduate Council brings together students, faculty and staff from the five undergraduate schools to discuss issues relating to the undergraduate experience. From the beginning this has been the impetus for the council.