**SAS Committee on Academic Integrity – Summary of Work (6.23.21)**

In Summer 2020, responding to multiple faculty reports of incidents of plagiarism and cheating in their classes (particularly in remote math and science courses), Acting Dean Frisken and Assistant Dean Notaro of the School of Arts & Sciences began discussions about how to create a positive culture of academic integrity. They asked Tutoring Center Director, Marisa Glaser, to begin research to develop modules for incoming students explaining the values and practices of academic integrity, which could also be used as a workshop for students who had been identified by faculty as failing to meet those standards.

In Spring 2021, responding to increasing faculty concerns about online cheating applications and other challenges to promoting academic integrity, Frisken began reaching out to SAS faculty and professional staff to discuss possible ways to address the problem and possibly consider revisions to the existing policy. An *ad hoc* committee was formed that included: Kyle Anderson, Jermaine Archer, Betty Berbari, Lee Blackstone, Jody Cardinal, Jennie D’Ambroise, Mandy Frisken, Marisa Glaser, Chris Hobson, Jillian Nissen, Cris Notaro, Sheyi Oladipo, and Eric Schwartz.

The committee met on March 15 and May 11, and brainstormed on strategies for encouraging a positive culture of academic integrity, including: an electronic submission form for reporting, a different approach to a first incident, and an educational intervention (such as the modules in development). More importantly, the group felt it was important to learn more about faculty experiences and techniques. They collectively developed an Academic Integrity Survey, which for convenience in reaching all current faculty was circulated by the Office of Institutional Effectiveness. The survey ran from May 18 – 28, and had an impressive response rate of 47.8%.

In the committee’s final meeting on June 14, Marisa Glaser presented a summary of her modules, which are nearing completion. (She had presented them in full to Frisken and Notaro a week earlier). Group members decided to report their work, suggestions, and survey findings to the Faculty Senate’s first fall meeting. There was consensus that a more formal, campus-wide Task Force, convened by Academic Affairs and the Faculty Senate, would be necessary to make decisions about adapting campus policy, and should include representatives from relevant governance bodies, such as the Academic Standing Committee, and the SGA. It was agreed that the Task Force should begin by initiating a broader campus-wide discussion among faculty and students about the values and practices of academic integrity, and their relationship to our social justice mission.