The International Center for Academic Integrity

2013 Annual International Conference

Academic Integrity Comes of Age

February 26 - 28, 2013
Historic Menger Hotel
San Antonio, Texas
Dear ICAI Delegates,

Congratulations on reaching the 20\textsuperscript{th} anniversary of the International Center for Academic Integrity! While it was disappointing to have the Princeton conference cancelled by Hurricane Sandy, I hope you still plan to celebrate this important milestone. Recent high-profile news stories have shown not only that integrity is a concern at many universities, but also that the work of the Center continues to be essential. I am confident that ICAI will remain just as necessary and relevant in the decades to come.

I wish I could be there in San Antonio with you for the unveiling of the 20\textsuperscript{th} anniversary projects. Thank you for your work to make our academic environments fairer, more just, and more sustainable. Best wishes for a successful conference that will help enhance the work you do for the benefit of us all.

Sincerely,

James F. Barker, FAIA
President
Welcome to our 2013 annual conference: “Academic Integrity Comes of Age”, in San Antonio! This is a place that embraces memories of courage and heroism, with an ambiance that constantly reminds us of the many people who stand firm for what they believe in.

As you all know, we planned to meet last November in Princeton. Many of us came from all over the globe and were just two steps away from the conference location before Mother Nature had another say. While this was unfortunate, it reminded us that even when we plan and strategize, there is always room for matters to change and we must accept that with serenity.

Fortunately, plans were already underway for us to meet this month for another ICAI conference. This week we should not fail to recognize that two decades have passed since our first conference was held in New Jersey. It will also be a moment for us to realize the leap forward that the Center has taken to serve its members and to face escalating challenges. I recall at a conference years ago the question was raised: Are we winning the battle? If you ask me this now, I will reply without hesitation: Yes we are indeed winning, by addressing the questions, and by facing the tough challenges! And we know they will never be easy ones.

Since our last meeting, I have travelled to many academic institutions in various parts of the world. It is gratifying to witness the high level of admiration that ICAI receives from the sincere efforts exerted by all of you to foster the values of academic integrity. I am aware of how much we still need to expand our practices. This requires more collaboration with a multitude of stakeholders, and diverse resources. I am confident that it is achievable because we have in you the support needed to take on such challenges.

Ladies and Gentlemen, it is an honor to welcome you to the 2013 ICAI conference. I look forward to your presence and to your valuable contributions!

Sincerely,

Mohamed Nagib Abou-Zeid
Advisory Council Chair
Dear ICAI Members,

Welcome to the International Center for Academic Integrity’s 2013 Conference! As many of you already know, we are acknowledging a milestone: the Center celebrated its 20th Anniversary in 2012, and because we could not recognize its first two decades in Princeton, we are taking the opportunity to do that now. I am thrilled to welcome you to San Antonio.

Last year was quite a year in the field of integrity. The academic world was rocked by scandals at some of its most prestigious universities and the media carried stories of plagiarism involving scientific researchers, cultural icons, and political figures. Though many were shocked, the people gathered here are probably not surprised at the discovery that so much cheating is happening. That is because we understand that there is much to be done to help establish, maintain, and promote academic integrity. Just over two decades ago, Don McCabe shared his survey results that showed we were significantly underestimating cheating problems in higher education. While the statistics were grim, the good news was that he and the other ICAI founders got to work immediately, seeking to understand the problems and address them.

It is for that same purpose that we gather today - both at this conference and as an organization. We now comprise an international network of over one thousand representatives in eighteen countries around the world. While we don’t have all the answers yet, each year we build a more vibrant, diverse organization that is tackling the questions head-on, making continual progress, and helping to ensure that academic integrity is part and parcel of what higher education stands for.

That is who we are. That is what you have done. That is what we will continue to do. Thank you for being part of this important work, and for gathering here to work together toward greater integrity.

Sincerely yours,

Teddi Fishman
ICAI Director
The International Association of Academic Integrity Conferences (IAAIC) is an alliance of key academic integrity and plagiarism conferences worldwide, formed to facilitate international conversations on educational issues ranging from cheating and plagiarism to pedagogy and best practices. The IAAIC currently has members from academic integrity bodies in the UK, US and Australia and supports research initiatives from practitioners and institutions throughout the global academic community. The International Center for Academic Integrity annual conference is one of the founding members of the alliance.
ICAI ADVISORY COUNCIL 2013

ICAI THANKS ITS ADVISORY COUNCIL MEMBERS FOR THEIR CONTINUED INSIGHT, ASSISTANCE, AND SUPPORT!

Mohamed Nagib Abou-Zeid, Council Chair, American University in Cairo
Karen Clifford, Past Chair, Eastern Virginia Medical School
Don McCabe, Rutgers University, ICAI Founding President
Tricia Bertram Gallant, University of California, San Diego
Tracey Bretag, University of South Australia
Troy Brooks, Brock University
James K.W. Lee, Queen’s University
Daniel Wueste, Rutland Institute for Ethics, Clemson University
<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>Rutgers University</td>
<td>Don McCabe</td>
</tr>
<tr>
<td></td>
<td>New Brunswick, New Jersey</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>1993</td>
<td>University of Maryland</td>
<td>Don McCabe</td>
</tr>
<tr>
<td></td>
<td>College Park, Maryland</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>1993</td>
<td>University of Pennsylvania</td>
<td>Don McCabe</td>
</tr>
<tr>
<td></td>
<td>Philadelphia, Pennsylvania</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>1994</td>
<td>Rice University</td>
<td>Gary Pavela</td>
</tr>
<tr>
<td></td>
<td>Houston, Texas</td>
<td>University of Mary</td>
</tr>
<tr>
<td>1995</td>
<td>Georgetown University</td>
<td>Sally Cole</td>
</tr>
<tr>
<td></td>
<td>Washington, DC</td>
<td>Stanford University</td>
</tr>
<tr>
<td>1996</td>
<td>Duke University</td>
<td>Wanda Mercer</td>
</tr>
<tr>
<td></td>
<td>Durham, North Carolina</td>
<td>Tarleton State Uni</td>
</tr>
<tr>
<td>1997</td>
<td>Babson College</td>
<td>Mary Olson</td>
</tr>
<tr>
<td></td>
<td>Wellesley, Massachusetts</td>
<td>Oakton Community C</td>
</tr>
<tr>
<td>1998</td>
<td>Washington and Lee University</td>
<td>Patrick Drinan</td>
</tr>
<tr>
<td></td>
<td>Lexington, Virginia</td>
<td>University of San</td>
</tr>
<tr>
<td>1999</td>
<td>Duke University</td>
<td>Jim Lancaster</td>
</tr>
<tr>
<td></td>
<td>Durham, North Carolina</td>
<td>UNC, Greensboro</td>
</tr>
<tr>
<td>2000</td>
<td>U.S. Air Force Academy</td>
<td>Jeanne Wilson</td>
</tr>
<tr>
<td></td>
<td>Colorado Springs, Colorado</td>
<td>University of Cal</td>
</tr>
<tr>
<td>2001</td>
<td>Texas A&amp;M University</td>
<td>Bill Kibler</td>
</tr>
<tr>
<td></td>
<td>College Station, Texas</td>
<td>Texas A&amp;M Univers</td>
</tr>
<tr>
<td>2002</td>
<td>University of Virginia</td>
<td>Margaret Hogan</td>
</tr>
<tr>
<td></td>
<td>Charlottesville, Virginia</td>
<td>Kings College</td>
</tr>
<tr>
<td>2003</td>
<td>University of San Diego</td>
<td>Dennis T. Johnson</td>
</tr>
<tr>
<td></td>
<td>San Diego, California</td>
<td>Pueblo Community C</td>
</tr>
<tr>
<td>2004</td>
<td>Kansas State University</td>
<td>Nina Dulin-Mallory</td>
</tr>
<tr>
<td></td>
<td>Manhattan, Kansas</td>
<td>LaGrange College</td>
</tr>
<tr>
<td>2005</td>
<td>Virginia Tech</td>
<td>Timothy Dodd</td>
</tr>
<tr>
<td></td>
<td>Blacksburg, Virginia</td>
<td>Case Western Reserve Univ.</td>
</tr>
<tr>
<td>2006</td>
<td>UC Boulder</td>
<td>Mark Hyatt</td>
</tr>
<tr>
<td></td>
<td>Boulder, Colorado</td>
<td>The Classical Academy</td>
</tr>
<tr>
<td>2007</td>
<td>Christopher Newport University</td>
<td>Catherine Meriano</td>
</tr>
<tr>
<td></td>
<td>Newport News, Virginia</td>
<td>Quinnipiac University</td>
</tr>
<tr>
<td>2008</td>
<td>Hosted by Clemson University</td>
<td>Catherine Meriano</td>
</tr>
<tr>
<td></td>
<td>Myrtle Beach, South Carolina</td>
<td>Quinnipiac University</td>
</tr>
<tr>
<td>2009</td>
<td>Washington University</td>
<td>Tricia Bertram Gallant</td>
</tr>
<tr>
<td></td>
<td>St. Louis, Missouri</td>
<td>UC, San Diego</td>
</tr>
<tr>
<td>2010</td>
<td>Long Beach, California</td>
<td>Tricia Bertram Gallant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UC, San Diego</td>
</tr>
<tr>
<td>2011</td>
<td>Markham, Ontario, Canada</td>
<td>Karen O.Clifford</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eastern VA Medical School</td>
</tr>
<tr>
<td>2012</td>
<td>Princeton, New Jersey</td>
<td>Mohamed Nagib Abou-Zeid</td>
</tr>
<tr>
<td></td>
<td>(Cancelled)</td>
<td>American University in Cairo</td>
</tr>
</tbody>
</table>
# A Brief History of ICAI

The International Center for Academic Integrity traces its roots to a March 1992 conference at which Dr. Donald McCabe of Rutgers University assembled a group of friends and colleagues to discuss the results of his 1990 survey of academic integrity in higher education. This survey of 31 schools revealed significant and troubling data concerning both the extent of cheating and the attitudes surrounding it. At the conclusion of the meeting, Jim Lyons of Stanford University asked, “Where do we go from here?” During the ensuing dialogue, Bill Kibler, then at Texas A&M University, proposed the creation of a Center for the Study of Academic Integrity. . .

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARCH 1992</td>
<td>Donald McCabe of Rutgers University in New Jersey meets with other future founding members to discuss troubling data concerning cheating at 31 schools he had surveyed.</td>
</tr>
<tr>
<td>OCTOBER 1992</td>
<td>The Center for Academic Integrity is founded by Don McCabe, Jim Lyons, Bill Kibler, Sally Cole of Stanford University, Gary Pavela of University of Maryland, and John Margolis of Northwestern University. The new organization chooses McCabe as its first president, welcomes twenty four schools as charter members, and is incorporated in Maryland.</td>
</tr>
<tr>
<td>MARCH 1993</td>
<td>The first official Center for Academic Integrity Conference is held at the University of Maryland.</td>
</tr>
<tr>
<td>FALL 1993</td>
<td>Gary Pavela becomes CAI’s second president; Rice University hosts the fall conference.</td>
</tr>
<tr>
<td>OCTOBER 1993</td>
<td>CAI receives a two-year $80,000 grant from the William and Flora Hewlett Foundation to support its work. The grant funds new research and allows CAI to hold two board meetings per year.</td>
</tr>
<tr>
<td>OCTOBER 1995</td>
<td>By the time of the conference at Georgetown University, CAI’s membership had grown from twenty-four to sixty-six schools.</td>
</tr>
<tr>
<td>JANUARY 1997</td>
<td>Duke University establishes the Kenan Ethics Program that evolves into the Kenan Institute for Ethics under Dr. Elizabeth Kiss, a future partner and home for CAI.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1997</td>
<td>CAI moves from Stanford University to Duke University and began a three-year affiliation with the Kenan Ethics Program.</td>
</tr>
<tr>
<td></td>
<td>CAI launches a two-year program to identify and affirm the “fundamental values of academic integrity” and their implications for daily campus life.</td>
</tr>
<tr>
<td>1998</td>
<td>CAI releases a report on The Fundamental Values of Academic Integrity: Honesty, Trust, Respect, Fairness, Responsibility to 4,000 college and university campuses.</td>
</tr>
<tr>
<td></td>
<td>The Templeton Fellows Program is established, supporting a group of one senior and four junior scholars in their academic integrity-related research and established CAI at the forefront of academic integrity scholarship.</td>
</tr>
<tr>
<td>1999</td>
<td>CAI receives funding from The John Templeton Foundation to develop and test an Academic Integrity Assessment and Action Guide to help schools assess the effectiveness of their campus academic integrity programs.</td>
</tr>
<tr>
<td></td>
<td>Twelve schools participate in a one-year project, giving feedback. The final guide is released in 2001.</td>
</tr>
<tr>
<td>2004-2006</td>
<td>The CAI council votes unanimously to accept Clemson University’s proposal to relocate the organization to its campus in South Carolina. It partners with the Eugene T. Moore School of Education, Undergraduate Studies, the College of Business and Behavioral Science, and the Pearce Center for Communication.</td>
</tr>
<tr>
<td>2007</td>
<td>The CAI revises its name to reflect what has become an international presence, officially becoming the International Center for Academic Integrity: ICAI.</td>
</tr>
<tr>
<td>2010</td>
<td>ICAI’s first international conference is held at the Hilton in Markham, Ontario, Canada.</td>
</tr>
<tr>
<td>2011</td>
<td>ICAI celebrates twenty years!</td>
</tr>
<tr>
<td></td>
<td>During 2012 a committee of ICAI members began drafting a revised and updated “fundamentals of academic integrity” as well as multiple 20th Anniversary Publications.</td>
</tr>
<tr>
<td>2012</td>
<td>Regional consortiums of ICAI begin operation in Southern California and Southwest US.</td>
</tr>
</tbody>
</table>
Association for Practical and Professional Ethics

APPE
Ethics for Today and a Vision for Tomorrow

The Association for Practical and Professional Ethics is a comprehensive, international organization advancing scholarship, education, and practice in practical and professional ethics.

Through its individual and institutional members APPE supports and trains the next generation of faculty and professionals, works to improve ethical conduct in the workplace, and to advance public dialogue in ethics and values.

www.APPEonline.com
SAVE THE DATE!

FEBRUARY 28 - MARCH 2, 2014
JACKSONVILLE, FLORIDA

2014 ANNUAL INTERNATIONAL CONFERENCE ON ACADEMIC INTEGRITY

WWW.ACADEMICINTEGRITY.ORG
**Disseminating Academic Integrity Through Video: Using Performative Arts-Based Research to Get the Word Out**

TROY BROOKS  
PATIO ROOM

Abstract: Finding ways to engage the University community on the topic of academic integrity takes creativity and some outside-the-box thinking. This session will discuss the work of Mirror Theatre, an arts-based performance company, whose cast members (comprised of students, faculty and staff) write performance/workshops on a variety of social issues including academic integrity, and the political dimensions of the teaching-assistant/professor/student triad. This interactive session will discuss the use of video and performative arts as mechanisms to promote academic integrity and as research dissemination of performative works; provide an opportunity to workshop the script development and performance process; and conclude with a discussion regarding the technical, artistic, epistemological and ethical issues related to the use of video in research.

**Moving Forward While Looking Back: Has Technology Been a Blessing or a Curse?**

BARBARA RAMIREZ & GAIL RING  
BALLROOM C

Abstract: In this session, we will continue to explore the ways that communication and classroom technology can be used to support (or thwart) educational goals. The discussion will include popular plagiarism detection softwares as well as ubiquitous technologies like web-based and cell phone applications. We will explore the challenges presented by the rapidly changing classroom and discuss ways in which the academic integrity community can work together to create pedagogical approaches to address these issues.

**School-wide and Classroom Strategies to Promote Integrity in Secondary Schools**

DAVID WANGAARD  
RENAISSANCE ROOM

Abstract: Teachers and students are invited to learn about activities that highlight strategies to advance integrity in secondary schools. Activities will provide students an excellent opportunity to develop moral awareness, judgment, commitment and behavior in support of integrity. A model secondary-school implementation program will be described with resources and activities to encourage students to support academic integrity and resist the epidemic of cheating. Links to supplemental resources will be provided.
**Tools for Integrity: A Practical Ethical-Reasoning Approach**

Daniel Wueste  

Patio Room

Abstract: Resisting the temptations and pressures leading to academic misconduct requires more than just a desire to do the right thing; it requires knowing how to identify the correct course of action even when there are multiple competing interests. In this session, participants will learn about an ethical “tool kit” composed of practical ethical approaches instructors can use to improve students’ ethical reasoning abilities. Special attention will be placed on promoting academic integrity and equipping students to deal with integrity challenges they will encounter in their professional lives. Participants will be invited to adapt strategies to the specific needs of their discipline.

**Fairness = Process: What We Have Learned Over 15 Years, How We Have Applied Change, and Why We Have Improved**

Sonia Jacobson & Rachael Godlove  

Ballroom C

Abstract: In this workshop we will work through the processes for creating an honor system (or code, and what the differences are) but, more importantly, how permanent, and not ad hoc, modifications to an existing honor system/code occasionally must occur in response to real-life situations. We will examine the changes necessary to sustain maximum support by major stakeholders (students and faculty), and therefore why outcomes are viewed as almost entirely positive and educational. The causes of these results are well thought out and observed procedures, consistency of their application, but also a measured and respectful response to each individual situation. We will address common problems (some odd ones too) that can stymy an honor council, and will have numerous sample cases to work through to foster discussion and involvement by the attendees.

**Creative Approaches for Promoting Academic Integrity in High Schools**

Karen Clifford, Carol Coman, & Daniel Gutierrez  

Renaissance Room

Abstract: Efforts to launch high school academic integrity initiatives are often met with significant challenges and resistance. Overcoming these hurdles requires finding creative ways to gain buy-in from students, faculty, and parents; cultivate a focus on learning (rather than an over-emphasis on catching cheaters); and ensure the process for addressing incidents of academic dishonesty is fair and manageable. In this workshop presenters from both high schools and universities will share creative and practical approaches for addressing these challenges and for promoting academic integrity. Attendees will learn about creative initiatives launched at several high schools, outreach programs originated by college student leaders and academic integrity “champions”, and the efforts of a recently formed consortium of high schools and universities in California.
Dr. Teddi Fishman

Dr. Tom Tomasi

Dr. Carol Coman

Opening Luncheon Welcome Remarks: ICAI’s 20th Anniversary

The Updated Fundamental Values of Academic Integrity and 20th Anniversary Projects

Teresa (Teddi) Fishman has been director of ICAI since 2008. She previously worked for five years at Clemson in the College of Architecture, Arts, and Humanities where she taught courses ranging from science, technology and society to digital and visual rhetoric. Her interest in ethics and academic integrity dates back to her pre-academic career in law enforcement which also inspired her master’s thesis. She continues to investigate and write about the complex communication practices of police and other emergency responders and more broadly, governmental and institutional rhetoric, including that of universities.

Tom Tomasi is a Professor of Biology and Associate Dean in the Graduate College at Missouri State University. He has served on the Academic Integrity Council for over 10 years, and as Chair or co-Chair for 6 of these. He earned his PhD from the University of Utah in 1984. His teaching interests revolve around animal physiology, and his research interests include energetics and hibernation physiology of small mammals. Tom worked together with the committee that developed the Academic Integrity Rating System for ICAI’s 20th Anniversary.

Carol Coman is an Associate Professor in the School of Management at California Lutheran University. She serves as the faculty advisor for a student organization called The President’s Council on Honor and Integrity. Carol has served for many years on the University Hearing Board and seeing an acute need for fostering a culture of academic integrity on campus, has focused her extracurricular efforts in that area. She, with Tricia Bertram Gallant and others, is leading the ICAI Southern California regional consortium. Carol was also instrumental in ICAI SoCal’s creation, and the development of the ICAI Regional Consortium Toolkit.
STUDENT IDENTITY PROOFING WITH BIOMETRICS TO MEET REGULATIONS, LOWER OPERATIONAL COSTS AND MAINTAIN HIGH LEVELS OF ACADEMIC INTEGRITY

MARK SARVER  2:00 - 2:45  MINUET ROOM

Abstract: eduKan has benefited from the use of biometrics to authenticate students online which has allowed them to achieve their goals of reduced costs and increased compliance, while dramatically lowering student fees and helping them gain a competitive advantage, while ensuring academic integrity. Dr. Sarver will review the process that eduKan went through to achieve their goals and how it is working for them today.

PROACTIVE SOLUTIONS FOR ONLINE ACADEMIC INTEGRITY CHALLENGES

JEFF MAYNARD  2:45 - 3:30  MINUET ROOM

Abstract: Which strategies do you use to promote academic integrity in your online courses? Participants will see examples of how to embed authentication strategies into course activities and discuss technologies for authentication. Case study example will be provided where one authentication technology, BioSig-ID, has been successfully implemented.

AFTER THE PRESENTATIONS, THE SESSION WILL FEATURE 20-MINUTE TECH DEMOS FROM EACH OF OUR TECHNOLOGY VENDORS.

BIO Sig-ID - 3:30
TURNITIN - 3:50
SOFTWARE SECURE - 4:10
PROCTORU - 4:30

ACADEMIC INTEGRITY, ACADEMIC FREEDOM, DEMOCRACY, & THE COURAGE TO CHANGE: ARE THEY RELATED?

MOHAMED NAGIB ABOU-ZEID & GINA CINALI  PATIO ROOM

Abstract: This session presents an overview of some massive societal and political uprisings sweeping various regions in the world. Data on educational systems and integrity values are acquired from several countries that have diverse political and socioeconomic fabrics. Analysis is conducted on potential correlation between academic integrity in their educational system, democracy and the willingness to change. Views and recommendations are provided on how to foster these values in the educational matrix and to capitalize on integrity as a powerful tool towards stability and advancement of society.
JOIN THE DRIVE FOR HONOR - A BIANNUAL INTEGRITY CONFERENCE FOR HIGH SCHOOLS ORGANIZED BY A UNIVERSITY STUDENT HONOR COUNCIL

Pam Pringle

Abstract: The session will focus on the creation and implementation of a one day integrity conference for high school students and their faculty advisors, created and hosted by a university student honor council. Program ideas, feedback, and student research opportunities will be discussed. The purpose of the one day conference is to bring students and faculty from both public and private high schools together to provide a forum for discussion on the importance of integrity and to provide tools that develop and support honor councils in the local public and private schools.

THE PREVENTION RHETORIC OF “JUST SAY NO”: RETHINKING THE WAR ON DRUGS AND PLAGIARISM

Stephanie Roach

Abstract: This session will explore the rhetoric of the “Just Say No” campaign against substance abuse and the implications of a “just say no” approach to plagiarism. A just-say-no stance has implications for how we think about and value why we say no, those who don’t say no, and how we go about saying no; thus, there are practical implications for prevention, policing, and programming in “just say no” as a strategy on the street or in the classroom. This session will explore the “just say no” concept as a way to further understand and better develop approaches to plagiarism.

TEACHABLE MOMENTS: USING FRESHMAN ATTITUDES AND PERCEPTIONS AS A POTENTIAL CULTURAL INFLUENCE

Paul Cronan

Abstract: In this interactive workshop, we discuss how influencing freshmen could affect change in the academic integrity (AI) culture on campus. Survey results of University of Arkansas business and engineering freshmen who were exposed to AI learning (which included on-line learning using the RAISE System for Academic Integrity Education) are presented and discussed. Preliminary results from these freshmen (based on attitudes & perceptions regarding AI, actual academic dishonesty case data, and pre/post AI learning sessions) indicate potential regarding changing campus AI culture.

NOTES
USES OF ARGUMENT FOR UNDERSTANDING THE ETHICS OF ACADEMIC INTEGRITY

DAVID SCHMIDT

Patio Room

Abstract: The scholarly commitment to objectivity and disinterestedness in ethics can make it difficult for faculty to help students explore and understand their own values that relate to academic integrity. This paper presents a model of ethical reasoning that helps students take seriously their own values in a way that is appropriate to the academic classroom.

PERSPECTIVES ON PLAGIARISM: A SYSTEMATIC APPROACH TO RAISING FACULTY AWARENESS

MARY SPOTO & DIANE JOHNSON

Renaissance Room

Abstract: Perspectives on Plagiarism is the sixth production in the series of video training modules. This video was designed to heighten faculty awareness of this increasingly critical issue. The video demonstrates faculty and student perceptions concerning this challenge to integrity. The resource is divided into six segments: the issue of prevalence in the classroom, variety of definitions by faculty and students, self-plagiarism, paraphrasing, classroom techniques for raising awareness, and a call to action.

PERSONALIZING THE EDUCATIONAL COMPONENT OF YOUR ACADEMIC INTEGRITY PROGRAM

CAMILLA ROBERTS AND BREEA CLARK

Ballroom C

Abstract: A strong educational component is key to any Honor and Integrity Program. For several years both Kansas State University and the University of Oklahoma have offered a 1-hour Development and Integrity course as a sanction for academic dishonesty. The University of Oklahoma has recently expanded its educational component by offering a second, 1-hour course specifically tailored toward plagiarism avoidance. This presentation seeks to share information from both universities and lead an interactive discussion for the purpose of generating ideas to enhance, or create, educational and remedial sanctions for students that will advance the awareness of integrity on campus.
A Cocktail Hour sponsored by Software Secure, Inc. will be held prior to the Keynote Banquet in the reception area outside Ballrooms A/B, beginning at 5:30.

Please join us for drinks, appetizers, and socializing before the main event! An ID is required for alcohol at the cash bar.
There are few organizations that can trace their histories back so clearly to a single precipitating event. Twenty years ago, Donald McCabe conducted a survey in which he asked students about their personal experiences with integrity and cheating, and was dismayed by what he found. When he shared that information with other trusted educators, they took action - forming the group that is now ICAI.

Don and the panelists will discuss the origin of ICAI, its trajectory, and its evolution as a driving force in assessing and promoting academic integrity. The presentation will be followed by time for questions and answers.

Dr. Donald McCabe is a Professor of Management and Global Business at Rutgers University and is also the founding President of the International Center for Academic Integrity.

Over the past twenty years he has done extensive research on college cheating, surveying over 165,000 students at more than 160 colleges and universities in the U.S. and Canada, and over 40,000 high school students. His work has been published in business, education, and sociology journals.
LIGHT REFRESHMENTS WILL BE AVAILABLE BETWEEN WEDNESDAY MORNING SESSIONS!

THE TRIALS AND TRIBULATIONS OF A PLAGIARIZED AUTHOR AND PHOTOGRAPHER

FORREST MIMS

Minuet Room

Abstract: Today’s information revolution has been accompanied by an unprecedented increase in plagiarism and copyright infringement. The revolution began in 1975 with the arrival of the Altair 8800 computer. Paul Allen and Bill Gates formed Microsoft to develop software for the Altair, and Steve Wozniak designed the first Apple when he couldn’t afford an Altair. Initially no one realized how personal computing would dramatically transform writing and photography. Then the Internet arrived, and writers and photographers could quickly send their articles and photographs to distant editors. That same interconnectivity soon led to another unexpected development: instant plagiarism and copyright theft. Today the global “sharing” of intellectual property is here to stay, and in this presentation several unique case studies of major plagiarism and copyright theft will be presented together with successful, unsuccessful and novel remediation strategies. Some unexpected benefits for authors whose works are pirated will also be presented.

LESSONS LEARNED: THE EVOLUTION OF AN HONOR COUNCIL

PAIGE DICKINSON, KAITLYN LANTZ, & ALISON AVERY

Patio Room

Abstract: The Eckerd College Academic Honor Council was created and charged with two specific tasks: the development of hearing policies and procedures as well as the creation of education and training for students and faculty to promote a culture of academic integrity across campus. The presenters will discuss the challenges and obstacles faced during the implementation and first two years of the AHC. We will also discuss the revisions made to the AHC hearing policies and procedures, providing case examples that guided the changes. We will close with the opportunity to address questions and share experiences.
Establishing the University’s Ethics & Integrity Council

Janet Moore, Sharon Hanna-West, & Patrick McKean

Abstract: Members of the Ethics & Integrity Council from the University of South Florida will present the purpose for the establishment of a new Presidential Council of representatives from the student body, faculty and staff within a large public research university. Presentation of the Council’s charge and special initiatives will include a demonstration of the EIC website, Commitment to Honor plaques, an Academic Integrity video and an Academic Integrity tutorial required for incoming undergraduate students. Plans for future academic integrity initiatives will also be highlighted.

Creating and Implementing an Online Academic Integrity Tutorial

Sinda Vanderpool & Linda Cates

Abstract: Educating new students on Academic Integrity and the Honor Code is critical to instilling a culture of integrity at any institution. Come to this session and learn how to create - from the ground up - an on-line tutorial required for all new students. This session will focus on 1) choosing the right team, 2) developing learning outcomes, 3) deciding on length, format, and content, and 4) designing the actual tutorial using available software, equipment, and personnel resources. Finally, participants will be invited to discuss with the presenters how all of our institutions might deepen student learning and institutional awareness of Academic Integrity.

Students Don’t Even Know That? Lessons Learned from Teaching an Online Academic Integrity Course

Jeff Zuckerman

Abstract: What instructors and tutors may think is the most fundamental task—paraphrasing a single sentence or paragraph—can turn into a nightmare for the underprepared college student or even graduate student writer. Getting into the heads of students by way of discussion posts about integrity and paraphrasing, and reading at times baffling attempts to rework original narrative, is an enlightening glimpse into the experience of struggling writers. In this workshop, attendees will see real-life assignments and student struggles, learn strategies for responding to student writing, and be tested themselves on the terrible task of paraphrasing.
Pushing Past Plagiarism: Practical Applications for Teaching About Plagiarism With Turnitin

Renee Bangerter

Abstract: In this session we will offer instructional practices on how to use Turnitin as a teaching tool to address plagiarism that often results from poor research and source integration techniques. We will talk about intentional versus unintentional plagiarism and share strategies on how to improve students’ writing skills and encourage original work.

Plagiarism, Turnitin, and Interventions: A Literature Review

Iva Bimi Ballard

Abstract: This presentation provides a summary of the literature on anti-plagiarism training and the deterrent effect Turnitin has in curtailing plagiarism. Research suggests students lack knowledge in identifying and avoiding unintentional plagiarism; however, training can help students avoid plagiarism. Institutions need to implement transparent definitions of plagiarism in order to help students become better writers. Turnitin can be an effective plagiarism deterrent, and its mere presence could make students evaluate how they use sources. To address concerns expressed with the reliability of self reported data, a study is recommended using Turnitin similarity index scores to measure plagiarism rates.

The Academic Integrity Assessment Guide

Promoting Academic Integrity, Transforming Institutional Culture

Guide Contents Include:

- Survey Instruments for students, faculty guidelines for appointing assessment committees
- Step-by-step instructions for a comprehensive assessment process that includes policies and practices, programs, and sanctions
  - Suggested assessment and educational activities
  - Examples of codes and policies from campuses across the country
  - Copies of relevant reading materials and bibliographies

To order, please call the Center at (864) 656-1293 or visit http://www.AcademicIntegrity.org
Academic Integrity and Student on Teacher Bullying

Kevin Kozee

Abstract: Instances of student on teacher bullying may have gone unnoticed within research literature under phrases like “classroom incivility” and “classroom improprieties” (Alberts et al. 2010; Bjorklund & Rehling, 2010; Boyson, 2012; Braxton & Bayer, 2004). Many of the classroom incivilities that researchers have explored, if committed recurrently, align well with the traditional definition of bullying developed by Olweus, which states that “a [person] is being bullied … when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other [persons]” (1993). In this study, the researcher will explore a correlation between classroom incivility and bullying. Specifically, the researcher seeks to determine the relationship between students that “commit plagiarism or other forms of cheating,” as noted by Alberts et al. on their list of classroom incivilities, and student on teacher bullying (2010).

Academic Sabotage and Moral Disengagement in Higher Education: When Collegiality Turns Combative

David Aurich

Abstract: Given the competitive nature of the current job market, more and more students are doing whatever it takes to get ahead, and stay ahead, of their perceived competition. Currently, only anecdotal evidence points to the existence of academic sabotage in higher education. Student accounts of acts of academic sabotage, such as reserve materials in libraries being stolen or hidden, journals or other study materials being mutilated or defaced, or computer programs hacked and viruses uploaded to crash another student’s work all hint at the operation of a hyper-competitive and malicious cheating subculture. Acts of academic sabotage, like traditional cheating, undermine the true value of the educational experience. But, unlike the “victimless crime” aim of traditional acts of cheating, acts of sabotage have a very real target: other students. Furthermore, and perhaps more troubling, acts of sabotage suggest that higher education is failing at developing its students morally and ethically. This session will discuss the findings from a study in which academic sabotage behaviors were identified and measured against the moral disengagement of students enrolled in a law education graduate program.
Are We There Yet? Taking Integrity Campus-Wide

Michael Kerwin, Kristin Olson, & Lauren Johnson

Abstract: In September 2010, the University of Denver (Colorado, USA) marked the ten-year anniversary of its Honor Code. Although students, staff, administrators, and faculty carefully constructed this original honor code, it was largely considered ineffective by the University community. Recognizing this fact, the University of Denver commissioned an Honor Code Task Force in 2010 to revise the ten-year old Honor Code and recommend changes to strengthen academic integrity at DU. Here we discuss how these changes have influenced the culture of integrity at the University of Denver, and consider what a productive and functioning honor code should look like from the perspective of a faculty member, student, and office of student conduct director.

Mastering the Art: Helping Students to Reference Correctly

Danielle Noble

Abstract: In the School of Nursing and Midwifery at the University of Newcastle there was a need to improve the number of students with referencing issues, such as paraphrasing and direct quotes. It was evident that some students struggled with referencing throughout their entire degree program; it became apparent that referencing needed to be addressed due to the number of plagiarism referrals. The Academic Integrity Module (AIM) was devised to provide education to the students in the online forum via a set of questions. Since the introduction of the AIM the number of referrals has reduced. This paper will demonstrate the questions from the AIM and show the reduction in the numbers of referrals.

Running Successful Disciplinary Conferences

Michael Goodwin

Abstract: This program examines the informal disciplinary conference model used at Kennesaw State University for resolving first offense academic misconduct cases. Presented with approaches for both faculty and student conduct administrators, this best practices model integrates restorative justice principles with practical accountability measures and centralized record keeping to deter repeat offenses and maximize developmental opportunities for offenders.
ACADEMIC INTEGRITY: WHAT DOES THE FACULTY REALLY KNOW AND BELIEVE?

REBECCA SWEARINGEN & TOM TOMASI

Abstract: During the Spring 2012 semester, the Academic Integrity Council at Missouri State University sent a survey to the faculty to explore the beliefs and practices of the faculty relative to academic integrity. The results of the survey were, in part, to assist in the revision of the university’s academic integrity policies and procedures. The results were disaggregated by academic college, faculty rank, and gender. During this session the results of the survey will be shared, with an emphasis on how the results compare to actual practice and how they impact the revision of the academic integrity policy.

POLICY NOT A PANACEA: A NECESSARY BUT LIMITED SOLUTION

JANET SHUH

Abstract: This session will explore a quantitative and qualitative data-set of faculty perceptions and behaviors regarding student breaches of academic honesty at Sheridan College in Oakville, Canada. This research was initiated as a precursor to the institution’s review of its’ Academic Honesty Policy and Procedure. Insights shed light on why, in isolation, policies and procedures will not be effective in mitigating incidents of academic dishonesty. The presenter will make an argument on the need for a ‘cultural shift’ complimented by resourced prevention, research and support initiatives integrated through the Academic and central offices of the College.

THE TRUSTED SEAL RUBRIC: AN ASSESSMENT TOOL FOR ONLINE INTEGRITY BEST PRACTICES

APRIL COGNATO

Abstract: Protecting academic integrity online is critical to the success of online education. Despite the abundance of suggestions on how to protect online integrity, there lacks consensus regarding the various practices proposed in the literature. As a result, there is no one unified approach to securing the online exam environment. Recently, the International Center for Academic Integrity and Software Secure, Inc., a leader in remote proctoring technology solutions, have partnered to format a set of standards which the integrity of online courses can be evaluated. This rubric has at its core a set of essential criteria that must a course must meet in order to be given what is being called the “Trusted Seal of Integrity”. In this session we demonstrate how the “Trusted Seal Program” when applied provides standardized best practices for integrity protection in online learning.
THE “Promise” of Ghostwriting - Unique Voices & Service Sophistication

Evangelina Litsa Mourelatos

Abstract: Online papermills are ubiquitous, and their marketing/’voices’ generally brazen. Articles in the popular press and beyond as well as “confessional” books allow both the general public and those involved in education more and presumably deeper flashes of insight into an evolving underground industry. This interactive workshop has participants examining various stimuli from online sites, but mainly a private written contract between a ‘student support site’ providing ghostwritten papers and an international student working on an MSc thesis. Despite the challenge posed by the ghostwriting industry, it reveals that an introspection of the current educational paradigm is necessary. This workshop aims to initiate a collective think-tank that will gauge critical questions such as: Is there a way out? Can any virtuous cycle arise out of this vicious cycle that has emerged?

Two Baby Elephants - Lessons Learned in Creating a Student-Friendly Judicial Affairs Website in a Legalistic Culture

Christopher Lang & Natalie Ramtahal

Abstract: This session will address the rationale and need for the creation of a new Judicial Affairs website. It will cover the roadblocks and difficulties that we encountered when trying to create a student-friendly resource in a highly legalized culture. We will discuss how we overcame these problems, the processes we used to get us there, and lessons learned. We use the term ‘two baby elephants’ in the title because the difficulties we encountered delayed the launch to such an extent that two baby elephants could have been born in the time it took us to complete the project (24 months).

Understanding & Preventing Plagiarism: An Experiment in Biological Sciences

Ella Tour

Abstract: Is plagiarism a result of ethical or academic weaknesses? Researchers are still trying to answer this question. In this session, attendees will learn about a study oriented around this question that is currently being conducted within undergraduate biology lab courses. The presenter will describe the study and the researchers’ preliminary results. Attendees interested in understanding and preventing plagiarism, as well as those interested in researching it, will benefit from this session.
ACADEMIC INTEGRITY FOR COMPUTER SCIENCE

ROBERT DUGAN

Abstract: In this session we describe how requiring Computer Science I for non-majors and using an automated tool to detect plagiarism led to a dramatic rise in the number of academic integrity incidents. These incidents overwhelmed the college’s academic integrity incident process. We use a flow control diagram (a common way computer scientists describe processes) to describe, analyze, and improve the college’s academic integrity incident process.

ON THE USE OF ANTI-PLAGIARISM SOFTWARE IN INTERMEDIATE FINANCE

ARTHUR WILSON

Abstract: Professors expect students to write papers in some courses, like Intermediate Finance. Some students would rather not, and so there is a problem with plagiarism. Since 2003, we began using Turnitin to detect overlaps between student submissions and documents in the Turnitin database. Of course, one must investigate further to determine whether such overlaps represent plagiarism, or something else. In 2008, our university made SafeAssign freely available, and encouraged faculty to use it. In earlier work, we compared these two software packages, and concluded that while Turnitin detected slightly more overlap, both softwares did a reasonable good job flagging the most blatant examples of overlap. Given its ready availability and low cost, SafeAssign became the default software package for courses this author teaches. The percentage of student papers that appear to be the product of blatant plagiarism has fallen from its peak in 2006-2007. So is the problem under control, or is it just better concealed?

STUDENT PERCEPTIONS ABOUT ETHICAL DILEMMAS IN BUSINESS

PAM PRINGLE

Abstract: Business ethics appears in the news daily, but many college students only briefly cover this topic in class. Recent ethical blunders in the media can serve as teachable moments in the college classroom. This session details the results of an undergraduate survey which reveals perceptions and behaviors about unethical behavior by businesses. The findings show that consumer behavior and perceptions are impacted by unethical decisions on the part of businesses. Techniques will be given that can be used to illustrate what employees and managers can do after an unethical incident in order to regain consumer trust and consumer patronage.
Checking Vitals: Maintaining Honor in a Changing Culture

David Gilbert, Erin Hills, Lynn Nakamura, & Montana Osler

Abstract: The William and Mary Honor Code was first founded in 1779 and has been modified to fit the times throughout the years. In 2010, the review process began again for the first time since 1997. In this presentation we will take you through the successes and struggles of our most current review so that you can successfully update an existing honor system to better meet the needs of your campus. Topics of discussion will include: when you might need to consider an honor system review; who should be involved in the process; what the selected group of individuals should focus on; where you can successfully host meetings; and how to incorporate changes into an existing system and present it to a campus community in a positive way.

Facing the Cheating Problem: Samford’s Journey from Diagnosis to Treatment

Azalea Hulbert

Abstract: As research has consistently shown, schools that intentionally promote a culture of integrity report less academic dishonesty. While an honor code is the most effective means to this end, there are other strategies that can be used to promote a more positive culture, including a number of creative, student-led initiatives. This presentation will share some of the steps taken at Samford University in recent years to positively promote integrity, as well as some of the challenges. The audience will be encouraged to participate by sharing best practices and challenges at their own institutions.
As societies and individuals become more global, educators find themselves confronting new and complex challenges across continents, countries, and cultures. In light of financial instability and cultural unrest, increasingly, educators observe the effects of societal upheaval and corruption adversely affecting educational programs and institutions. How can we come together as a global community to combat these difficulties?

Global and cultural problems call for multi-faceted, cooperative solutions. Together, we can work to increase literacy and other 21st century skills while simultaneously working to instill the fundamental values of academic integrity and building more just and sustainable communities.

Mohamed Nagib Abou-Zeid is a professor of construction and architectural engineering at The American University in Cairo. He received his Ph.D. from the University of Kansas in 1994 with honors. He joined AUC in 1997 as a full time faculty member and has held several positions including the Chair of the University Senate, the Chair of the Academic Integrity Council and the Chair of the Department of Construction and Architectural Engineering.

Dr. Abou-Zeid is the outgoing president of ICAI’s advisory council, and is also a board member of Egypt’s First National Authority for Quality Assurance and Accreditation in Education (NAQAAE).
WHO GETS REPORTED FOR ACADEMIC INTEGRITY VIOLATIONS?

ERIC BEASLEY

Abstract: While much is known about which types of undergraduates self-report cheating, very little research addresses who gets reported for academic dishonesty. In this presentation, demographic and contextual characteristics of students receiving an academic dishonesty report are compared with matching characteristics of the overall undergraduate population at a large public university. The possibility of instructor reporting discrimination, student behavioral differences, and ease of detection biases are discussed in relation to the presence of disproportionalities in the reports.

THE ABILITY OF UNIVERSITY STUDENTS TO IDENTIFY ACADEMIC MISCONDUCT AND THEIR OPINION ON HOW IT SHOULD BE PENALISED

PHIL NEWTON

Abstract: This study used a scenario-based approach to gather the opinion of 586 university students from a range of stages and disciplines. Students were generally confident that they understood the concepts of referencing and plagiarism yet a substantial minority could not identify inappropriate paraphrasing or referencing when presented with examples. Students consistently favoured penalties that are significantly lower than those that would be imposed by the University, for a range of offences, although they recognised academic misconduct where it was portrayed. These data have important implications for educational strategies to prevent academic misconduct by university students.

BEYOND ACADEMIC INTEGRITY: AN ETHICAL CAMPUS INITIATIVE

CLAIRE STILES

Abstract: A challenge for college campus leaders is to find ways to effectively bridge the gap between the academic and non-academic dimensions of student life and to instill a viable culture of integrity throughout the entire higher education institution. This presentation traces the development of a working partnership between faculty and student affairs staff to address systematically the ethical development of students and to enhance civility across campus of a private liberal arts college in Florida. The presentation will cover the early stages of building this alliance with recommendations for other institutions and future plans for creating an all-encompassing ethical campus culture.
CREATING A CULTURE OF INTEGRITY: TAKING SOCIAL INTUITIONISM SERIOUSLY

DAN WUESTE

Abstract: Two questions, taken together, constitute the problem we’ll discuss. One question is about the way in which those accused of wrongdoing (e.g., cheating) frame the situations in which the wrongdoing occurs. The other, put in general terms, is about the role and effectiveness of evidence and reasoned argument in the thinking of wrongdoers and those who seek to prevent wrongdoing (such as cheating). Drawing on the work of Jeffrey Pfeffer and Robert Sutton, as well as the “social intuitionism” of moral psychologist Jonathan Haidt, I will address these questions and invite/facilitate discussion of what their work suggests about how to create conditions conducive to the development and maintenance of integrity.

WHAT IS ACADEMIC INTEGRITY ABOUT?

MARK SHELDON

Abstract: How should we think about academic integrity? Some have proposed that we think about a ‘game’ analogy. At the center of what goes on is competition and the academic integrity rules that are in place reflect a particular understanding of what rules would make this competition fair. Countering this view are those who argue that the ‘game’ analogy ignores a certain set of important values that really reflect what academic integrity is about. The purpose of this presentation will be to explore these two perspectives and evaluate them.

ACADEMIC INTEGRITY AT NORTHWESTERN UNIVERSITY: STANDARDS, PROCEDURES, AND RECORD KEEPING

MARK SHELDON

Abstract: A description and discussion of the approach with suspected academic integrity violations at the undergraduate level at Northwestern University.
What Can We Learn About Cheaters From Past Academic Misconduct Files?

Catherine Bolton, Mebs Kanji, Kerry Tannahill, & Soheyla Salari

Abstract: In this presentation, we will share some of the most recent findings from our ongoing systematic investigation of data from past academic misconduct files that have been archived for multiple years at Concordia University in Montreal, Quebec, Canada. In particular, this analysis will aim to cover the following five questions, all of which may help us to learn more about cheaters and cheating in universities. First, who exactly are cheaters? Second, where do they come from? Third, what do they think is worth cheating for? Fourth, how far are they willing to go? And fifth, what ends up happening in the end?

“Is It Worth It?” A Campus Campaign Promoting Academic Integrity

Justin Louder & Cathy Duran

Abstract: Texas Tech has challenged students to ask the question “Is It Worth It?” when thinking about academic integrity. The question “Is It Worth It?” is NOT an external assessment of risk. We are not asking students to assess whether “cheating” is worth the risk of getting caught, or being able to get away with something. We are asking the question to have students reflect upon the effect cheating has on one’s own internal values, their inner self. This multi-strategy campus-wide campaign starts at new student orientation, influences athletics, residence life, and general academics, and includes students, faculty, staff, and administrators.

Stevens Institute Student-Run Perspective

Stefanie Bistis, Brian Liebeskind, Isaac Cohen, & Eric Noll

Abstract: This presentation is aimed to inform the audience about the student run Honor System at Stevens Institute of Technology. We will explain what works within our system and what does not. This will be a time to reflect on the different approaches to maintaining academic integrity on both the institutional and programmatic levels. The presentation will go into the details of several issues that we as a Board have encountered throughout the past few years. Some of these issues relate to new technology in the world and dealing with professors and other higher authority as a student Honor Board.

Please join representatives from the ICAI SoCal and ICAI Southwest Regional Groups for an informal Meet & Greet at the Menger Bar at 5:00 P.M.!
Trusted by over 200 institutions nationwide for online proctoring.

ProctorU

Real People. Real Proctoring.
The Missing Link to Password Security

Biometric Signature ID

www.BioSig-ID.com
ACADEMIC INTEGRITY IN ONLINE NURSING EDUCATION: WHAT IS THE RESEARCH SHOWING?

CECILIA WILSON

Abstract: Questions are being raised surrounding the issue of academic honesty with unproctored online testing and assignments. This issue not only affects the ability to correctly assess student achievements, but violates the trust society has in the nursing profession if learning does not occur and a patient’s life is at risk. A review of the literature was conducted to examine the literature on information surrounding the topic of academic integrity in online nursing education. This is part of a larger review conducted in preparation for a proposed research study targeting nursing faculty.

ENCOURAGING FRANK DISCUSSIONS AND CREATIVE SOLUTIONS ON ACADEMIC INTEGRITY

JACALYN KREMER

Abstract: Are you in the beginning stages of exploring academic Integrity on your campus? Learn how Fairfield University Librarians are leading their campus on the critical issue of academic integrity by encouraging constituents across campus to engage in frank discussions and problem solving. Learn about their highly successful academic integrity workshop series for faculty and administrators. View their creative lesson plans. Be inspired to integrate academic integrity into your first year students’ orientation programs. All featured materials are freely available for you to use on your own campus.

CULTURE OF ATTRIBUTION VS. CULT OF CITATION: WHERE ACADEMIC AND JOURNALISTIC INTEGRITY CAN FIND COMMON GROUND

BRAD ZAKARIN

Abstract: What does it mean when public intellectuals are influencing culture without advancing integrity? This presentation considers the significance of the Jonah Lehrer and Fareed Zakaria affairs for academic integrity in educational settings. Should educators accept external standards for integrity? Or, should they be more assertive about setting the standards that students will carry into their professional work?
AN INTERACTIVE APPROACH TO UNDERSTANDING COMPLEX INTEGRITY
ISSUES ACROSS DISCIPLINES AT THE GRADUATE LEVEL

Sophia Kapchinsky, Rosalie Jukier, John White, & Laura Winer

Abstract: McGill’s annual Academic Integrity (AI) Day is an interactive workshop in which graduate students explore topics that go beyond disciplinary rulebooks, and which exposes them to variations in acceptable practices across academic disciplines. Students work through real-life case studies on subjects that range from the reuse of one’s own material, fair authorship attributions, and proper treatment of data. Learn about the case study development, the functioning and dynamics of the working group that is responsible for the workshop, feedback received, and the evolution of the workshop over the last three years to serve a university-wide graduate community.

STRATEGIES FOR PROMOTING ACADEMIC INTEGRITY WITH
INTERNATIONAL STUDENTS

Sharon Dzik

Abstract: This session will focus on best practices in discussing University standards and expectations with international students. We will provide resources from the University of Minnesota and open the presentation to a discussion of other approaches with international students.

PLAIN ENGLISH: INTERPRETING POLICY FOR ALL OUR STUDENTS

Jo Hinchliffe & Kate Ross

Abstract: Simon Fraser University has a student population of approximately 32,000. Of these, 20% are international visa students. Our database reveals that close to 53% of reported academic integrity incidents involve international visa students. Are we failing these students? A project to review and revise our communication tools was funded in 2012 and this session will discuss our findings and our new campaign.
C O L L A B O R A T I O N S A C R O S S C U L T U R E S

KEVIN MITCHELL  
PATIO ROOM

Abstract: The presentation presents a case study of how campus culture can be influenced and integrity-related initiatives can be advanced through collaboration between academic and non-academic units. Focusing on efforts at an American-accredited institution in the Middle East, the presentation discusses the broader cultural challenges associated with academic integrity, outlines steps taken to increase awareness, and provides concrete examples of cross-campus collaboration that have had a positive impact.


SARA JORDAN  
PATIO ROOM

Abstract: In this session, the speaker presents evidence from policy research, empirical research, and teaching experiences to introduce attendees to the landscape of research integrity regulation, teaching, and philosophy in Greater China.

C A N A D I A N R O U N D T A B L E

TROY BROOKS & DONNA BELL  
BALLROOM C

Abstract: This informal session is designed to be a meeting place for Canadian Academic Integrity Practitioners (non-Canadians are also welcome to participate). The purpose of this roundtable is to provide a forum to discuss common issues, share best practices, explore institutional and programmatic approaches, and open dialogue regarding the issues and practice of academic integrity on Canadian campuses and from a Canadian perspective, which can be different from the American experience.


JACALYN KREMER  
MINUET ROOM

Abstract: This workshop focuses on work done at Fairfield University over an 18 month period to broaden the number of stakeholders engaged with academic integrity issues. The showcased work includes reading circles, discussion groups, and workshops. Participants in this workshop will be taken through a condensed version of our campus-stakeholder sessions and then invited to work in groups according to interest (securing funding; facilitating cross-divisional collaboration; planning reading and discussion groups; preparing workshops) to plan next steps for their own programs.
Prevention and Intervention Initiatives: Academic Integrity Tools Courtesy of Library and Learning Services

Joan Sweeney Marsh & Susan Shepley

Minuet Room

Abstract: The presenters will discuss the role of the Library in advancing academic integrity throughout the organization in the development of new products and services to support faculty and students. Attendees will view multimedia tools developed by Library and Learning Services to support academic integrity and their application will be discussed.

Dare to Think: An Academic Integrity Program at EAFIT University in Colombia

Nathalia Franco Pérez

Cavalier Room

Abstract: “Dare To Think” is the project that Universidad EAFIT launched in July 2011 with the objective of opening a dialogue among the EAFIT community concerning responsibility, ethics, and integrity. The idea was not to restrict the discussions to academic dishonesty, but to approach the subject in a broader way. The project’s communicational component consisted of three phases: culture of cunning, academic dishonesty, and civic culture. Each phase encompassed different strategies: a lecture by an expert, a cinema forum, and a billboard/visual campaign with thought-provoking phrases. The educational component ran concurrently with the previous interventions and should be continued with a view to establishing an academic integrity policy.

The Role of Personality in Creating Cultural Change

Cynthia Fekken & Hugh Horton

Cavalier Room

Abstract: In this interactive workshop, we use empirical data and case studies to illustrate how personality influences whether a student will engage in behavior that reflects the values of academic integrity. Moreover, we offer practical advice to faculty members and administration for taking into account student personality when promoting academic integrity.
Dr. Teddi Fishman explains the goals of ICAI and often hear some version of the phrase, “Good luck with that!”

The truth is, however, that creating cultures of integrity has much less to do with luck than with thoughtful, strategic action. In this interactive discussion, the speakers will identify and explore some of the current trends and topics affecting academic integrity today and conclude with suggestions for assessing and improving the climate of integrity in both macro- (campus/system) and micro- (cohort/classroom) environments. Comments and questions are welcomed.

Reminder: Please turn in your conference evaluation forms to an ICAI staff member or volunteer before you leave. Your feedback helps us to improve the conference experience. Thank you to everyone who participates!
The global leader in plagiarism prevention and online grading

turnitin.com
AURICH, DAVID  
DIRECTOR OF ACADEMIC INTEGRITY  
DMAURICH@MAILBOX.SC.EDU  
UNIVERSITY OF SOUTH CAROLINA  
SOUTH CAROLINA, USA

Dr. Aurich recently completed his dissertation study on academic sabotage and moral disengagement at the University of Alabama. Currently, he serves as the Director of Academic Integrity at the University of South Carolina, where he plans to continue a research agenda focusing on academic integrity, academic sabotage, and moral disengagement in higher education.

AVERY, ALISON  
ACADEMIC HONOR COUNCIL MEMBER  
AMAVERY@ECKERD.EDU  
ECKERD COLLEGE  
FLORIDA, USA

Ali Avery, a senior at Eckerd College from Maine, is majoring in International Relations and French with a minor in History. She has been a member of AHC since last spring and has enjoyed every minute of it. Ali plans to further her specific interests in IR in graduate school and attain her masters in Human Rights and International Law. Her long term goal post grad school is to work for the UN doing peacekeeping and genocide mediation in Africa.

BALLARD, IVA BIMI  
RESEARCH ASSOCIATE II & DOCTORAL STUDENT  
IBALLARD@COLLED.MSSTATE.EDU  
MISSISSIPPI STATE UNIVERSITY  
MISSISSIPPI, USA

Iva B. Ballard is a Research Associate in the College of Education at Mississippi State University. She is a doctoral candidate in the Instructional Systems and Workforce Development program. Her research interests include academic integrity, instructional technology, and Mathematics tutoring.

BANGERTER, RENEE  
PROFESSOR OF ENGLISH  
RBANGERTER@SADDLEBACK.EDU  
SADDLEBACK COLLEGE  
CALIFORNIA, USA

Renee Bangerter is Professor of English at Saddleback College. She has been teaching college composition for the past 15 years. As a professor, she has been instrumental in instructing other faculty about how Turnitin can be used as an instructional tool. Much of her work focuses on practices for promoting student success particularly as writers with an understanding of and appreciation for academic integrity.
Conference Presenters

BEASLEY, ERIC  
INSTRUCTOR/EDUCATIONAL SPECIALIST  
beasle23@msu.edu  
MICHIGAN STATE UNIVERSITY  
MICHIGAN, USA

Eric Beasley teaches Michigan State University’s academic integrity remediation class (a requirement for all undergraduates reported for academic dishonesty) and researches student cheating in collaboration with the Office for the Associate Provost for Undergraduate Education. He holds a Ph.D. in Sociology from Michigan State and is co-author of *Restricting Freedoms: Limitations on the Individual in Contemporary America* (January 2013, Transaction Publishers).

BELL, DONNA  
ACADEMIC INTEGRITY OFFICER  
dbell@ryerson.ca  
RYERSON UNIVERSITY  
ONTARIO, CANADA

Donna Bell is the Academic Integrity Officer at Ryerson University and teaches in the Ted Rogers School of Management. Donna ensures the policy and procedures on student academic conduct are adhered to by all parties. She spearheads educational campaigns for faculty and students, facilitates discussions related to academic misconduct and oversees the first level appeal process. Prior to joining Ryerson, Donna came from the business world where she had experience in training, district managing, and human resources consulting.

BISTIS, STEFANIE  
VICE CHAIR, HONOR BOARD  
sbistis@stevens.edu  
STEVENS INSTITUTE OF TECHNOLOGY  
NEW JERSEY, USA

Stefanie Bistis is a 4th year Chemical engineering student at Stevens Institute of Technology. She has been a member of the Stevens Honor Board for three years and is currently serving as the Vice Chair of the Honor Board. Stefanie is active across campus in many other capacities including being the Secretary of SAVE, the environmental club, and holding the position of member at large of the Delta Phi Epsilon Sorority. She has a ton of pride in her school and truly believes that having an environment with academic integrity is impactful on the students of the university.

BOLTON, CATHERINE  
ASSOCIATE DEAN, STUDENT ACADEMIC SERVICES  
c Bolton@artsci.concordia.ca  
CONCORDIA UNIVERSITY  
QUEBEC, CANADA

M. Catherine Bolton is the Associate Dean, Student Academic Services for the Faculty of Arts and Science, Concordia University. She has been the Code Administrator for Academic Integrity violations for undergraduate students and was responsible for implementation of the Academic Code of Conduct. As Associate Dean, she is involved in issues related to Academic Integrity, including participation in the revision to the existing code document and providing advice and support to faculty members and students.
Troy Brooks has been the Academic Integrity Officer at Brock University since 2006 and is responsible for promoting awareness, educational programming, and supporting the University community by providing information and resources regarding academic integrity. Prior to his current role, Troy held the position of Students’ Ombudsperson. He is a member of ICAI and sits on the Advisory Council. Troy also holds membership in the Academic Integrity Council of Ontario and Canadian Student Conduct and Academic Integrity Association (SCAIA).

Linda has been the Director of the Office of Academic Integrity at Baylor University since its inception in 2007. Prior to 2007 she served as the Attorney to Students at Baylor for 21 years. Linda is a member of the Association for Student Conduct Administration (ASCA); the International Center for Academic Integrity (ICAI), and the National Association for Student Personnel Administrators (NASPA). She has been a past presenter for programs at both ASCA and ICAI conferences.

Gina Cinali is the Associate Vice President and Faculty member at the American University of Nigeria in Yola. Formerly she served as Executive Director of Academic Budget and Planning at King Abdullah University of Science and Technology (KAUST), Thuwal, Kingdom of Saudi Arabia, as Executive Director of Institutional Planning, Assessment, Research and Testing at the American University in Cairo, Egypt, as Institutional Development Director and Instructor in Political Science at the Gulf University for Science and Technology in Kuwait. She holds a double Bachelor’s in Economics and Linguistics and Specialized Languages from the Copenhagen School of Economics and Business Administration (Denmark) and a Master’s in International Affairs and an M. Phil. in Political Science from Columbia University.
Breea D. Clark, J.D. is the Associate Director of the University of Oklahoma’s Office of Academic Integrity Programs (OAIP). Ms. Clark began her career in academic integrity in the Provost’s Office while enrolled at the OU College of Law in 2007. She then assisted in the creation of OAIP after managing the academic misconduct system. Since OAIP’s creation, OU instituted a new Academic Integrity Code that provides for a student-run system. Ms. Clark continues to manage the academic misconduct system and is responsible for teaching the educational sanction, educating the University community, and advising the Integrity Council.

Karen Clifford is Continuing Medical Education Coordinator at Eastern Virginia Medical School. Her professional experience includes working as an administrator and honor council advisor in a K-12 independent school and working with student development, academic integrity, discipline, orientation, advising, and retention at several universities. She has consulted with colleges and high schools in developing or revitalizing honor systems. Karen earned a Ph.D. in Educational Leadership and Policy Studies and a M.Ed. in Counselor Education from the University of Virginia, and a B.S. in Business/Marketing from Radford University.

Dr. April Cognato is the Senior Academic Officer at Software Secure where she supports the company’s research, advocacy, and academic outreach efforts. Dr. Cognato is also an assistant professor of biology at Michigan State University where she is involved in the development and implementation of traditional and online curricula, and is currently spearheading efforts to establish a center for Academic Integrity. April has been an educator in higher education for the last 16 years. She is a contributing author to two non-majors biology textbooks, and author of online digital assets for McGraw-Hill Higher Education. She received her B.S. from the University of California, Davis, and holds an M.S. and Ph.D. from Texas A & M University.
COHEN, ISAAC
Honor Board Member
ICOHEN@STEVENS.EDU
STEVENS INSTITUTE OF TECHNOLOGY
NEW JERSEY, USA

Isaac Cohen is a 5th year Electrical Engineering student at Stevens Institute of Technology. He has been a part of the Stevens Honor Board for one year and is an active member of the Stevens community. Isaac is also serving as the President of Stevens Hillel, and is a part of IEEE and Tau Beta Pi. Isaac strongly believes that the Stevens Honor System successfully promotes a life of integrity and honesty throughout the university.

COMAN, CAROL
ASSOCIATE PROFESSOR AND DIRECTOR OF ASSESSMENT, SCHOOL OF MANAGEMENT
COMAN@CALLUTHERAN.EDU
CALIFORNIA LUTHERAN UNIVERSITY
CALIFORNIA, USA

Carol is an Associate Professor in the School of Management at California Lutheran University, having taught at that institution for 27 years. She also serves as the faculty advisor for a (new) student organization on campus, The President’s Council on Honor and Integrity. Carol has served for many years on the University Hearing Board and seeing an acute need for fostering a culture of academic integrity on campus, has focused her extracurricular efforts in that area. She is leading with Tricia Bertram Gallant, and others, the ICAI Southern California regional consortium.

CRONAN, TIMOTHY PAUL
PROFESSOR
PCRONAN@WALTON.UARK.EDU
UNIVERSITY OF ARKANSAS
ARKANSAS, USA

Timothy Paul Cronan, Professor and Co-Director, Teaching and Faculty Support Center, University of Arkansas, Fayetteville, Arkansas. Dr. Cronan is an active member of the Decision Sciences Institute, Association for Information Systems, and the Association for Computing Machinery. He serves as Regional Vice President and on the Board of Directors of the Decision Sciences Institute. He is currently Director of the Master of Information Systems degree program. His research interests include academic integrity, enterprise resource planning, information systems, and ethical behavior.
Conferece Presenters

DICKINSON, PAIGE
ASSISTANT PROFESSOR OF
HUMAN DEVELOPMENT

Paige Dickinson, Ph.D., Assistant Professor of Human Development. Dr. Dickinson is a founding faculty member of the Eckerd College Academic Honor Council and a member of the steering committee for the campus-wide initiative for developing a culture of integrity. She served two terms as the Ethics Chair for the National Association for Drama Therapy. Her current interests are applied ethics and academic integrity in liberal arts education, and the ethical and professional development of creative arts therapists.

DUGAN, ROBERT F.
ASSOCIATE PROFESSOR OF
COMPUTER SCIENCE

Professor Dugan worked in industry for over a decade before turning to academia. For the past decade he has taught computer science at Stonehill College, a small liberal arts college near Boston, MA. His research interests include proper performance engineering, pedagogy, healthy computer use and academic integrity.

DURAN, CATHY
ASSISTANT VICE PROVOST FOR
STUDENT AFFAIRS

Cathy Duran, Ph.D., is the Assistant Vice Provost for Student Affairs. In her previous role as Associate Dean for Undergraduate Programs in the Texas Tech Rawls College of Business, Dr. Duran served as program coordinator for the undergraduate business degrees, and her responsibilities included oversight of advising and retention, study abroad programs, and student development initiatives for the Rawls College. Her teaching and high expectations of students has been publicly recognized, including being named Honors Professor of the year. Dr. Duran has also served as chair of the Academic Integrity task force for the university’s Ethics Initiative.

DZIK, SHARON
DIRECTOR, OFFICE FOR STUDENT
CONDUCT AND ACADEMIC INTEGRITY

Sharon Dzik is the director of the Office for Student Conduct and Academic Integrity at the University of Minnesota, Twin Cities campus. She has worked in the field of student conduct for 16 years.
FEKKEN, CYNTHIA
ASSOCIATE DEAN (RESEARCH)
FEKKENC@QUEENSU.CA
QUEEN’S UNIVERSITY
ONTARIO, CANADA

Cynthia Fekken is an Associate Dean in the Faculty of Arts and Science at Queen’s University. Since starting in 2001, she has had responsibility for various portfolios, including the Associate Dean of Studies and the Associate Dean of Research portfolios. She is also a Professor in the Department of Psychology and a Registered Psychologist in Ontario with expertise in personality theory and personality assessment.

FRANCO PÉREZ, NATHALIA
HEAD OF COMMUNICATIONS AND CULTURE
NAFRANCO@EAFIT.EDU.CO
UNIVERSIDAD EAFIT
MEDELLÍN, COLOMBIA

Nathalia holds a bachelors degree in Communications and a Masters degree in Latin American and Caribbean Studies from Florida International University. Previously, Ms. Franco Pérez worked for HBO Latin American Group in Miami and served as Research Assistant at FIU for two and a half years. She also worked as a TV news reporter in a local news for several years. At EAFIT, Ms. Franco supervises all the areas related to design, the cultural agenda, events, PR, internal and external media, and leads a project on ethics and on academic integrity.

GILBERT, DAVID
ASSOCIATE DEAN OF STUDENTS AND DIRECTOR OF STUDENT CONDUCT
DMGIL2@WM.EDU
COLLEGE OF WILLIAM & MARY VIRGINIA, USA

Dave Gilbert has served as Associate Dean of Students and Director of Student Conduct at the College of William and Mary for eight years. Prior to that, he was Assistant Dean of Students at the University of North Carolina at Chapel Hill for four years. Dave holds a Masters degree in Higher Education and a law degree.

GODOLOVE, RACHAEL
ASSOCIATE DEAN FOR ACADEMIC AFFAIRS AND COMPLIANCE
RLG27@GEORGETOWN.EDU
GEORGETOWN UNIVERSITY WASHINGTON D.C., USA

Rachael Godlove is the current Assistant Dean and Interim Associate Dean for the Office of Academic Affairs & Compliance at Georgetown University’s School of Continuing Studies. Godlove implements, manages, monitors, and assesses academic-related policies and procedures to ensure SCS’s compliance to GU and government rules and regulations. She provides continuous evaluation and improvement of student learning through consultation with faculty, deans, and various GU governance groups. Rachael earned her B.S. in Political Science from Northern Arizona University and M.A.L.S. in Social and Public Policy from Georgetown University.
GOODWIN, MICHAEL
ACADEMIC INTEGRITY COORDINATOR
MGOODWIN@KENNESAW.EDU
KENNESAW STATE UNIVERSITY
GEORGIA, USA

Michael A. Goodwin is Kennesaw State University’s first Academic Integrity Coordinator, having previously worked for the department as a student panel member and student assistant from 1999 until assuming his present responsibilities in 2003. In that time, he has studied and refined a restorative justice approach to mediating informal resolution as an alternative to formal adjudication for first offense academic misconduct.

GUTIERREZ, DANIEL
DIRECTOR, WRITING AND RHETORIC ACROSS THE CURRICULUM PROGRAM
dGUTIERREZ@WINDWARDSCHOOL.ORG
WINDWARD SCHOOL
CALIFORNIA, USA

Daniel Gutierrez teaches history and directs the Writing and Rhetoric Across the Curriculum program at Windward School, an independent co-educational secondary school in Los Angeles. He was the co-chair of the Academic Integrity Task Force - a faculty-student partnership that led to the implementation of a new AI Policy - and he is a founding member of the Southern California Regional Consortium of ICAI, which held its first meeting at Windward in March. Daniel received his B.A. in History from the University of California, Berkeley, and his M.A. in History from Harvard.

HANNA-WEST, SHARON
EXIDE DISTINGUISHED LECTURER
SHANNA@USF.EDU
UNIVERSITY OF SOUTH FLORIDA
FLORIDA, USA

Sharon Hanna-West is the Exide Distinguished Lecturer of Ethics and Sustainability at the University of South Florida College of Business in Tampa, Florida. She is also a faculty associate for the USF Center for Entrepreneurship, and the Patel College of Global Sustainability. She teaches masters courses including business ethics, environmental law and sustainability. She is co-chair of the USF President’s Council on Academic Integrity and helped develop their new campus wide academic integrity initiative, as well as the College of Business Honor Code.

HILLS, ERIN
UNDERGRADUATE STUDENT
EAHILLS@EMAIL.WM.EDU
COLLEGE OF WILLIAM & MARY
VIRGINIA, USA

Erin Hills is a junior at the College of William & Mary. She is a Chemistry major and a Business minor with an intent to go to law school. This is Erin’s second semester serving on William & Mary’s Honor Council.
Hinchliffe, Jo
ASSOCIATE REGISTRAR

Jo Hinchliffe is the Associate Registrar at Simon Fraser University. She is also the Academic Integrity Coordinator for the university and works closely with the Academic Integrity Advisors in each department, providing support and advice, conducting workshops and monitoring academic integrity files. Jo has presented previously on issues related to international visa students.

Horton, Hugh
ASSOCIATE DEAN (STUDIES)

Hugh Horton is Associate Dean (Studies) in the Faculty of Arts and Science and a Professor of Chemistry at Queen’s University in Canada. He obtained his B.Sc. from York University, and Ph.D. from the University of Cambridge. He is a Director of Accreditation at the Canadian Society for Chemistry. As Associate Dean (Studies), he works with student groups to promote academic integrity and to provide training and workshops during orientation activities. He advises instructors on the conduct of academic integrity investigations to maintain consistency and fairness in application of the academic integrity regulations within the Faculty.

Hulbert, Azalea
PROGRAM MANAGER

Azalea M. Hulbert serves as program manager for Samford University’s Frances Marlin Mann Center for Ethics and Leadership; she has been at Samford since 2007, previously holding positions in the Brock School of Business and the Office of Admission. She received the Master of Business Administration from Samford University, and the Bachelor of Science from the University of North Alabama.

Jacobson, Sonia
FROST LIBRARIAN

Sonia Jacobson has worked in the Provost’s Office at Georgetown since 1994, and hopes she has been a positive force in enhancing the intellectual life of Georgetown undergraduates. Her participation was key to the development and acceptance of the current Undergraduate Honor System in 1996, and has served as its director ever since. An ardent Midwesterner, Sonia holds degrees in classical languages from Carleton College and the University of Chicago.
JOHNSON, DIANE
ASSISTANT DIRECTOR, FACULTY SERVICES
DIANE.JOHNSON@SAINTLEO.EDU
SAINT LEO UNIVERSITY
FLORIDA, USA

Dr. Diane Johnson holds Masters and Doctoral Degrees from Nova Southeastern University in Education, specializing in Instructional Technology and Distance Education. Johnson is currently Assistant Director of Faculty Services for the Center for Online Learning at Saint Leo University in Florida. In the world of distance learning, writing is a basic communication skill necessary to succeed in any course. Dr. Johnson is currently concerned about student writing issues and academic integrity, including students’ lack of paraphrasing skills and plagiarism.

JOHNSON, LAUREN
UNDERGRADUATE STUDENT
LAUREN.A.JOHNSON.DU@GMAIL.COM
UNIVERSITY OF DENVER
COLORADO, USA

Lauren Johnson is in her fourth year at the University of Denver (DU) and is studying International Business and French. She has been actively involved with DU’s Honor Code since 2011. Currently, Lauren is the chair of the Honor Code Student Group at DU. In her time at DU, Lauren has been involved in various extracurricular activities and worked as a Resident Assistant for two years. She currently works for the Housing and Residential Education Department as a Desk Manager in a first-year residence hall.

JORDAN, SARA
ASSISTANT PROFESSOR
SJORDAN@HKU.HK
UNIVERSITY OF HONG KONG
HONG KONG, PEOPLE’S REPUBLIC OF CHINA

Sara Jordan is an Assistant Professor in the Department of Politics & Public Administration and the Graduate School at the University of Hong Kong. Her teaching and research both address issues of research policy, research integrity, and research regulation, particularly in Asia.

JUKIER, ROSALIE
ASSOCIATE PROFESSOR - FACULTY OF LAW
ROSALIE.JUKIER@MCGILL.CA
MCGILL UNIVERSITY
QUEBEC, CANADA

Rosalie Jukier holds degrees in civil law (BCL) and common law (LL.B) from McGill University, as well as a Masters degree in Law from Oxford University. She has been a professor in the Faculty of Law at McGill since 1985 where she specializes in comparative private law and legal pedagogy. She has also been involved with legal education for judges, serving as Senior Advisor to the National Judicial Institute of Canada. Currently Associate Dean, Graduate Studies, she has also served McGill University as its Dean of Students, where she gained much experience in academic integrity issues.
**Kanji, Michael**  
**Associate Professor and Director of Environmental Science Program**  
*michael.kerwin@du.edu*  
**University of Denver**  
**Colorado, USA**

Dr. Michael Kerwin is an associate professor of Geography and the director of the Environmental Science and Geology Programs at the University of Denver. He is co-chair of the University’s Honor Code Advisory Council. Dr. Kerwin teaches classes ranging from Environmental Geology to Introductory Hydrology to the Geography of Food. In 2007, he was awarded the University of Denver’s *William T. Driscoll Master Educator Award* and is the four-time recipient of the of the faculty member of the year award in the Department of Geography and Environmental Sciences. Dr. Kerwin’s research involves using tree rings to reconstruct past hydrologic variability in Colorado and the western USA.

**Kapchinsky, Sophia**  
**Doctoral Student, Faculty of Education**  
*s.kapchinsky@mail.mcgill.ca*  
**McGill University**  
**Quebec, Canada**

Sophia Kapchinsky is a second year PhD student in Education at McGill University. Over the last 2 years she has been involved with SKILLSETS, a suite of graduate professional development workshops aimed at enhancing graduate education. Her portfolio has largely focused on the evolution and development of Academic Integrity Day. She works with a multi-disciplinary working group to develop real-life case studies that introduce graduate students to complex and multi-faceted aspects of ethical conduct at the graduate level.

**Kibler, Bill**  
**Vice President of Student Affairs**  
*billk@saffairs.msstate.edu*  
**Mississippi State University**  
**Mississippi, USA**

Bill Kibler is the Vice President for Student Affairs at Mississippi State University. He previously served in leadership roles at the University of Florida and Texas A&M University. Bill earned bachelors, masters and specialist degrees from the University of Florida, and a doctorate from Texas A&M. He served as President of both the Association for Student Judicial Affairs and the Center for Academic Integrity. He has co-authored books on academic integrity and student judicial affairs. Bill led efforts in establishing Honor Codes at Texas A&M and Mississippi State.
Conference Presenters

KOZEE, KEVIN
COORDINATOR OF ACADEMIC INTEGRITY
KOZEE@MAILBOX.SC.EDU
UNIVERSITY OF SOUTH CAROLINA
SOUTH CAROLINA, USA

Kevin Kozee has served as the Coordinator for Academic Integrity at the University of South Carolina since July 2011. Prior to arriving at the University of South Carolina, Kevin completed his master of education degree in counselor education (student affairs) from Clemson University and his bachelor of arts degree in religion from the University of Georgia.

KREMER, JACALYN
SENIOR REFERENCE LIBRARIAN AND
OUTREACH COORDINATOR
JKREMER@FAIRFIELD.EDU
FAIRFIELD UNIVERSITY
CONNECTICUT, USA

As Outreach Coordinator at the DiMenna-Nyselius Library, Jackie builds connections between students/faculty and Library services and material. In addition to holding numerous workshops on academic integrity and research skills, Jackie held an online presentation for the Center for Intellectual Property centering on Fairfield University’s highly effective library-sponsored workshop series on Academic Integrity.

LANG, CHRISTOPHER
DIRECTOR, APPEALS, DISCIPLINE AND
FACULTY GRIEVANCES
CHRISTOPHER.LANG@UTORONTO.CA
UNIVERSITY OF TORONTO
ONTARIO, CANADA

Chris Lang is a lawyer by training, who also has a Masters of Law in alternative dispute resolution. He is the Director of Appeals, Discipline and Faculty Grievances at the University of Toronto, which deals with both student and faculty judicial affairs issues. He has worked at the University for 12 years, including as the Manager of Labour Relations.

LANTZ, KAITLYN
ACADEMIC HONOR COUNCIL MEMBER
KNLANTZ@ECKERD.EDU
ECKERD COLLEGE
FLORIDA, USA

Kaitlyn Lantz is currently a Junior. She is in her second term as Eckerd College AHC coordinator. Kaitlyn has a double major in International Studies/Global Affairs and Spanish.
Louder, Justin
Director, Texas Tech Ethics Center
justin.louder@ttu.edu
Texas Tech University
Texas, USA

Justin Louder, EdD, is the Director for the Texas Tech University Ethics Center. He came to Texas Tech in 2010 from Angelo State University where he had worked since 2005. Justin earned a B.A. in Communication and Psychology from Angelo State University, a M.A. in Communication from Angelo State University, and his Ed.D. is in Instructional Technology with a minor in Higher Education Administration from Texas Tech University. The TTU Ethics Center works to promote Tech’s Campus Conversation on Ethics and the “Is It Worth It?” academic integrity campaign.

Maynard, Jef
CEO, Biometric Signature ID
jeff.maynard@biosig-id.com
Texas, USA

Former CEO running 2 divisions using biometrics in healthcare for a public traded company. Developed two patented biometric signature authentication tools. Senior management experience with two top 10 pharmaceutical companies, equity partner for software development company sold to public company and Vice President of Business Development roles for public traded health service companies in the USA. Mr. Maynard has helped to create, manage and nurture 8 early stage companies and has been a proven performer in developing successful products and teams in early stage and Fortune 500 companies.

Lyons, James
Dean Emeritus of Student Affairs
jlyons@stanford.edu
Stanford University
California, USA

James Lyons is a graduate of Allegheny College and, for his graduate degrees, Indiana University. He served as Dean of Students at Haverford College for a decade and as the Chief Student Affairs Officer at Stanford for 18 years. Jim directed and taught in the MA Program in Higher Education at the Graduate School of Education for an added 7 years. Jim is now University Dean Emeritus of Student Affairs. Haverford and Stanford both have Honor Codes.

Liebeskind, Brian
Student Honor Board Member
bliebesk@stevens.edu
Stevens Institute of Technology
New Jersey, USA

Brian Liebeskind is a fifth year senior at Stevens Institute of Technology, studying civil engineering. He has been on the university’s Honor Board for two years, currently serving as Recording Secretary. Brian is also a member of the Student Government’s Campus Life Committee. He has been a strong proponent for students taking pride in their school and consequently the work they are submitting in the classroom.
MCKEAN, PATRICK  
CHIEF JUSTICE, STUDENT SUPREME COURT

PMCKEAN@USF.EDU
UNIVERSITY OF SOUTH FLORIDA
FLORIDA, USA

Patrick McKean is a junior at the University of South Florida, majoring in Criminal Justice. He serves as Chief Justice of the Student Government Supreme Court, presiding over all meetings and judicial proceedings, being responsible for the enforcement of rules during Court proceedings, administering the Oath of Office to the Student Government President and Vice-President, having the first speaking rights on issues, assigning opinions of majority and minority, appointing committee members as well as being the accountable financial officer for the Court. Mr. McKean is also a member of the Mock Trial team, Phi Alpha Delta International Law Fraternity, and the Pre-Law Society. He plans to attend law school upon finishing his bachelor’s degree.

MIMS, FORREST  
FREELANCE AUTHOR AND PHOTOGRAPHER

FMIMS@AOL.COM
TEXAS, USA

Forrest Mims is a writer and photographer whose books have sold more than 7 million copies. He wrote the user’s manual for the Altair, the first successful hobby computer, and has written for many magazines and journals of science, including Nature and Science. He received a Rolex Award for inventing an instrument that measures the ozone layer, and was named one of the “50 Best Brains in Science” by Discover Magazine. Mims is a columnist for Make Magazine and the San Antonio Express-News. His newest book is “Hawaii’s Mauna Loa Observatory: Fifty Years of Monitoring the Atmosphere” (University of Hawaii Press).

MITCHELL, KEVIN  
VICE PROVOST OF UNDERGRADUATE AFFAIRS AND INSTRUCTION

KMITCHELL@AUS.EDU
AMERICAN UNIVERSITY OF SHARJAH
SHARJAH, UNITED ARAB EMIRATES

Kevin Mitchell is Vice Provost of Undergraduate Affairs and Instruction at the American University of Sharjah and a faculty member in the College of Architecture, Art and Design.

MOORE, JANET  
ASSOCIATE DEAN OF UNDERGRADUATE STUDIES

MOOREJS@USF.EDU
UNIVERSITY OF SOUTH FLORIDA
FLORIDA, USA

Janet Moore is Associate Dean of Undergraduate Studies at the University of South Florida, Tampa. She assists university faculty councils in development and review of undergraduate courses and programs, develops and reviews academic policies, and reviews student appeals and grievances. She chairs the Associate Deans Council, assists with the Ethics & Integrity Council and other councils of the Faculty Senate. She is Associate Professor of Music Education in the School of Music. She also serves on doctoral committees and teaches graduate and undergraduate courses in music education and honors arts.
Conference Presenters

MOURELATOS, EVANGELINE LITSA  
Professor of English  
The American College of Greece - Deree  
Athens, Greece

Litsa Mourelatos has been predominantly teaching Academic Writing, Professional Communication and Public Speaking among other courses at the American College of Greece - Deree, for the past 26 years. Raised in Canada, Litsa returned to her native Greece to find that an American institution of higher learning in Athens offered her the means to combine the best of the two worlds that formed her past and to combine them in a profession she is most passionate about: education. She has been interested in academic integrity as a core principle of teaching and learning from the onset of her career.

NAGIB ABOU-ZEID, MOHAMMED  
Professor, Department of Construction and Architectural Engineering  
American University in Cairo  
Cairo, Egypt

Dr. Abou-Zeid is a professor of Construction Engineering and Chair of the Academic Integrity Council at the American University in Cairo, Egypt. He received his Ph.D. with honors from the University of Kansas in 1994 and has been active on the academic integrity front since 2002. Dr. Abou-Zeid worked with his colleagues to prepare AUC’s first Code of Ethics to which students, faculty, and staff pledge.

NAKAMURA, LYNN  
Student Honor Council Member  
College of William & Mary  
Virginia, USA

Lynn Nakamura is a Sophomore, hoping to be a Marketing and French double major at the College of William & Mary. A member of the Honor Council since freshman year, Lynn is also involved in Bangladesh Relief Initiative for Change, W&M Dhamaal (Bhangra team), the IR Club and her sorority, Delta Gamma. Having gone to a school with an Honor Council since 6th grade, it has become an important part of her life.

NEWTON, PHIL  
Senior Lecturer in the College of Medicine  
Swansea University  
Swansea, Wales, UK

Phil Newton is a Senior Lecturer in the College of Medicine at Swansea University, UK. He has been there since 2009, having previously spent 8 years at the University of California, San Francisco. He has a strong research interest in academic misconduct in all forms and is particularly focused on building a strong evidence base to inform policy and education. His most recent project has investigated what university students and staff understand about the basic concepts of referencing and plagiarism and how they think misconduct should be penalised.

Twitter - @newtonsneurosci
Noble, Danielle
Lecturer
DANIELLE.NOBLE@NEWCASTLE.EDU.AU
University of Newcastle
New South Wales, Australia

As a nurse, best practice is paramount, but how can we keep up without undertaking education? Education has been pivotal to my growth as an individual. I have over 20 years experience as a nurse and education has made me who I am today. Because of my growth I want to impart my knowledge onto others who are willing to learn.

Noll, Eric
Student Honor Board Member
ENOLL@STEVENS.EDU
Stevens Institute of Technology
New Jersey, USA

Eric is a 21 year old student attending Stevens Institute of Technology. He is pursuing a Bachelor’s of Engineering in Biomedical Engineering as well as a Master’s of Science in Project Management. Currently, he is entering his fourth semester as a member of the Stevens Honor Board. Eric is involved in various campus activities including holding roles in Sigma Nu Fraternity, Gear and Triangle Honor Society, Order of Omega Greek Honor Society, as well as being a tour guide for potential incoming students. He has held the pride of Stevens true to himself both in and out of the classroom to keep himself to the university’s high standards.

Olson, Kristin
Director - Office of Student Conduct
KRISTIN.OLSON@DU.EDU
University of Denver
Colorado, USA

Kristin Olson is the Director of Student Conduct at the University of Denver. With a Master’s degree in Higher Education, working with college students and helping them see the value in acting ethically is right up Kristin’s alley. While in graduate school, Kristin authored the book, “Campus Conversations: A Book of Questions for College Students”, which poses ethical situations typical to the college experience and encourages college students to consider how they would respond. Kristin’s work has more recently been focused on addressing Academic Integrity matters and she has found a passion for her work in this area.
Conference Presenters

OSLER, MONTANA
Undergraduate Honor Council Member
MOSLER@EMAIL.WM.EDU
College of William & Mary
Virginia, USA

Montana Osler is a junior at the College of William & Mary. She is majoring in Neuroscience, with a minor in anthropology.

PAVELA, GARY
Former ICAI President
GARYPAVELA@GMAIL.COM
Syracuse University
New York, USA

Gary Pavela writes law and policy newsletters to which over 1,000 colleges and universities in the United States and Canada subscribe. In 2012 he received the “William A. Kaplin Award for Excellence in Higher Education Law and Policy Scholarship” from the Center for Excellence in Law and Higher Education Policy. Pavela was an administrator and teacher at the University of Maryland-College Park for over 25 years. He also served on the Board of the Kenan Institute for Ethics at Duke University.

PRINGLE, PAM
Assistant Director, Luter School of Business
PPRINGLE@CNU.EDU
Christopher Newport University
Virginia, USA

Pam Pringle is the Assistant Director of the Luter School of Business at Christopher Newport University. She received her MBA from McMaster University in Canada. She is a certified trainer in critical and creative thinking. Her research interests are in the areas of business ethics, critical thinking, decision making, and team building. She is the faculty advisor to the CNU Luter Honor Council.

RAMIREZ, BARBARA
Director, Class of 1941 Studio for Student Communication
BJRAM@CLEMSON.EDU
Clemson University
South Carolina, USA

Currently the Director of the Class of 1941 Studio for Student Communication, Barbara Ramirez has also taught classes ranging from Technical Writing for International Students to Creative Inquiry.
**Conference Presenters**

**Ramtahal, Natalie**  
Coordinator, Appeals, Discipline and Faculty Grievances  
N.ramtahal@utoronto.ca  
University of Toronto  
Ontario, Canada

Natalie Ramtahal is the Coordinator of Appeals, Discipline and Faculty Grievances at the University of Toronto where she has been working for the past three years. She is also a licensed paralegal with the Law Society of Upper Canada.

**Ring, Gail**  
Director, Clemson University ePortfolio Program  
Gring@clemson.edu  
Clemson University  
South Carolina, USA

Always interested in the potential of technology to improve pedagogy, Dr. Ring currently focuses on ePortfolios and their uses as teaching and learning tools as well as mechanisms by which to conduct rich, multi-faceted assessment.

**Roach, Stephanie**  
Associate Professor, Director of Writing Programs  
Smroach@umflint.edu  
University of Michigan - Flint  
Michigan, USA

Dr. Stephanie Roach is Associate Professor of English and the Director of Writing Programs at the University of Michigan-Flint. She contributes to the work of the WPA Network for Media Action and the National Conversation on Writing, and has published on her work in the writing classroom, as a writing program administrator, and in general education reform.

**Roberts, Camilla**  
Associate Director of Kansas State University Honor & Integrity Systems  
Cjroberts@k-state.edu  
University of Kansas  
Kansas, USA

Camilla J. Roberts is the Associate Director of the Kansas State University Honor & Integrity System. She entered this role in 2008 following several years with university student affairs offices. She recently served as a Residence Life Coordinator for the department of Housing and Dining Services at Kansas State University. In her current role she is responsible for the educational component of the Honor and Integrity System which includes presentations to faculty, staff, and students as well as teaching the Development and Integrity course.
ROSS, KATE
REGISTRAR

Dr. Kate Ross is the Registrar and Senior Director of Student Enrollment at Simon Fraser University. She chairs the Academic Integrity Advisory Committee.

SALARI, SOHEYLA
RESEARCH ASSOCIATE

Soheyla Salari holds a B.A. in Political Science from Concordia University. She is presently research associate for Dr. Catherine Bolton and Dr. Mebs Kanji.

SARVER, MARK
CEO, eduKan

Mark Sarver, PhD is the CEO of eduKan, a 6 college consortium in western Kansas for online education since 1999 serving students in 41 states. Dr. Sarver has taught courses in leadership, organizational behavior, accounting, international business, franchise development, marketing and management. His experience in higher education strategy and assessment spans virtually all aspects of institutional management from admissions and marketing, to financial analysis, to program and course design and assessment. His experience as an academic leader crosses publicly funded private not-for-profit and private for-profit institutions.

SCHMIDT, DAVID
ASSOCIATE PROFESSOR OF BUSINESS ETHICS

David Schmidt is Associate Professor of Business Ethics at Fairfield University. He is also Director of the University’s Program in Applied Ethics. In addition to teaching and research in business ethics, Dr. Schmidt has extensive experience consulting with businesses, primarily in financial services and insurance.
SHELDON, MARK  
ASSISTANT DEAN, WEINBERG COLLEGE  
OF ARTS AND SCIENCES

SHELDON@NORTHWESTERN.EDU  
NORTHWESTERN UNIVERSITY  
ILLINOIS, USA

Mark Sheldon, Assistant Dean, Weinberg College, is Distinguished Senior Lecturer in the Department of Philosophy, Weinberg College of Arts and Sciences, as well the Medical Humanities and Bioethics Program in the Feinberg School of Medicine at Northwestern University. His PhD is from Brandeis University and he was a Sachar Fellow at Wadham College, Oxford University. He serves as faculty in the Program in Ethics at Rush University Medical Center where he does clinical ethics consultations. He has served as guest editor of two journals, Theoretical Medicine and Bioethics, and The Cambridge Quarterly of Healthcare Ethics.

SHEPLEY, SUSAN  
LIAISON LIBRARIAN FOR THE  
FACULTY OF BUSINESS

SUSAN.SHEPLEY@SHERIDANC.ON.CA  
SHERIDAN COLLEGE  
ONTARIO, CANADA

Susan Shepley is the Liaison Librarian for the Faculty of Business at Sheridan College. She works closely with business faculty to develop curriculum integrated tools and services that build student research skills. Susan holds a MLS from the University of Western Ontario, and an MA in History from the University of Waterloo. Prior to joining Sheridan in 2011, Susan was a Social Sciences Librarian at McMaster University. She has also held positions at SIAST College in Saskatchewan as the Distance Education Librarian as well as the University of Guelph. Susan is an active member of the Business & Finance division of the Special Libraries Association, and the Association of College and Research Libraries.

SHUH, JANET  
ASSOCIATE DEAN

JANET.SHUH@SHERIDANC.ON.CA  
SHERIDAN COLLEGE  
ONTARIO, CANADA

Janet Shuh is a criminologist by academic training and was a teaching faculty member for eight years before entering an administrative leadership role at Sheridan College. Prior to joining Sheridan, Janet held various positions in criminal justice policy within the Ministry of the Solicitor General (provincial) and the Department of Justice (federal) governments in Canada. Janet has a passion and commitment to further institutional governance and academic excellence at Sheridan.
SPOTO, MARY  
DEAN, SCHOOL OF  
ARTS AND SCIENCES  
MARY.SPOTO@SAINTLEO.EDU  
SAINT LEO UNIVERSITY  
FLORIDA, USA

Dr. Mary Spoto, currently Dean of the School of Arts and Sciences, is the head of the Writing Across the Curriculum Initiative at Saint Leo University. Dr. Spoto works with faculty to effectively incorporate writing into their classes, independent of location and modality of instruction as well as subject content.

STILES, CLAIRE  
PROFESSOR OF HUMAN DEVELOPMENT  
STILES@ECKERD.EDU  
ECKERD COLLEGE  
FLORIDA, USA

Claire A. Stiles, Ph.D., Professor of Human Development at Eckerd College, Ph.D. in Mental Health Counseling, from University of Florida. Dr. Stiles has served as the Chairperson of the Ethics Committees of both the American College Health Association and the Society of Prospective Medicine. She has provided consultation to the National Coalition of Health Education Organizations for rewriting a Code of Ethics. Dr. Stiles has presented on applied and professional ethics both nationally and internationally. She is also a Master Trainer for the Institute of Global Ethics. Her current teaching and research interests focus on applied ethics and academic integrity.

SWERINGEN, REBECCA  
ASSOCIATE PROFESSOR  
BECKYSWERINGEN@MISSOURISTATE.EDU  
MISSOURI STATE UNIVERSITY  
MISSOURI, USA

Rebecca Swearingen is an Associate Professor in the Department of Reading, Foundations, and Technology. She teaches courses in Reading Education for elementary, early childhood, and special education majors. She has served on the Academic Integrity Council for three years and is currently co-Chair of the council. Her research interest is in assessment and instruction of less skilled readers.

SWEENEY MARSH, JOAN  
DIRECTOR, LIBRARY AND LEARNING SERVICES  
JOAN.SWEENEYMARSH@SHERIDANC.ON.CA  
SHERIDAN COLLEGE  
ONTARIO, CANADA

Joan Sweeney Marsh is the Director, Library and Learning Services at Sheridan College in Ontario, Canada. In this role, Joan is responsible for Library and academic supports including tutoring services at four campuses. Since coming to Sheridan College two years ago, Joan and her Library team play a key role in advancing a culture of academic integrity. Joan holds an Honours BA and an MLS from the University of Toronto. Joan is the Past Chair of Heads of Library and Learning Resources Colleges Ontario; a member of the Canadian Library Association and the American Library Association.
Tannahill, Kerry  
Ph.D. Candidate, Research Assistant  
KERYTANNAHILL@GMAIL.COM  
Concordia University  
Quebec, Canada

Kerry Tannahill is a PhD student at Concordia University. Her focus is on comparative politics, Canadian and Quebec politics, and public opinion research in the European Union.

Tomasi, Thomas  
Associate Dean in the Graduate College  
TOMTOMASI@MISSOURISTATE.EDU  
Missouri State University  
Missouri, USA

Tom Tomasi is a Professor of Biology and Associate Dean in the Graduate College at Missouri State University. He has served on the Academic Integrity Council for over 10 years, and as Chair or co-Chair for 6 of these. He earned his PhD from the University of Utah in 1984. His teaching interests revolve around animal physiology, and his research interests include energetics and hibernation physiology of small mammals.

Tour, Ella  
Lecturer, Division of Biological Science  
ETOUR@UCSD.EDU  
University of California, San Diego  
California, USA

Ella Tour completed her Ph.D. in Biology at the Hebrew University of Jerusalem and did post-doctoral training at the University of California, San Diego (UCSD), where she holds the position of faculty lecturer and serves as faculty advisor for the contiguous Master’s program in biology. She teaches upper-division and Master’s-level biology courses. In collaboration with other faculty and the UCSD Office of Academic Integrity, she develops and tests the effectiveness of ethics and scientific writing workshops aimed at preventing plagiarism in Biology labs. She is also developing and testing methods to teach critical thinking skills.

Vanderpool, Sinda  
Assistant Vice Provost  
SINDA_VANDERPOOL@BAYLOR.EDU  
Baylor University  
Texas, USA

As Assistant Vice Provost for Academic Enrollment Management, Sinda oversees the Paul L. Foster Success Center and works with Deans, Department Chairs and Directors across campus to develop and improve enrollment management, recruitment, and retention in their respective areas. She served for two years as the Provost Office liaison to the Office of Academic Integrity. She holds a Ph.D. from Princeton University and a B.A. from Davidson College. Previously, she served as a faculty member in the Modern Foreign Languages Department and as the Director of CASA, the College of Arts and Sciences Advisement office.
Conference Presenters

**WANGAARD, DAVID**  
EXECUTIVE DIRECTOR  
DWANGAARD@ETHICSED.ORG  
The School for Ethical Education  
Connecticut, USA

David B. Wangaard, Ed.D., has been the director of The School for Ethical Education (SEE) in Milford, CT since its founding in 1995 as a non-profit educational agency. He developed SEE’s Integrity Works! program to support a school-wide focus on academic integrity. Before joining SEE, David was a math teacher and school principal and has spoken successfully at regional, national and international conferences.

**WHITE, JOHN**  
PROFESSOR - FACULTY OF MEDICINE  
JOHN.WHITE@MCGILL.CA  
McGill University  
Quebec, Canada

John White, Ph.D., is a Professor in the Departments of Physiology and Medicine. He is Graduate Program Director in the Department of Physiology, and as such has been instrumental in incorporating a series of lectures on responsible conduct into the department graduate curriculum as a 1-credit course. He has participated in AI day for the last 2 years.

**WILSON, ARTHUR**  
ASSOCIATE PROFESSOR  
AJW1@GWU.EDU  
George Washington University  
Washington, D.C., USA

Arthur J. Wilson was born in Chicago long ago, during the last ice age, and being lazy, attended college and then graduate school at the University of Chicago. After teaching part-time at DePaul University and Roosevelt University, and full-time at the University of Connecticut, he came to teach Finance at the George Washington University since 1995. His interests include intermediate finance, financial institutions, futures and options, fingame, and financial history. His research interests include Financial Market Micro-structure, Financial Derivatives, Financial History, and academic integrity. The latter was provoked by getting the same papers submitted several semesters in a row. His students know he has an odd sense of humor.

**WILSON, CECELIA**  
ASSOCIATE CLINICAL PROFESSOR  
CWILSON@TWU.EDU  
Texas Woman’s University  
Texas, USA

Cecilia has 15 years experience as a nursing faculty member teaching undergraduate baccalaureate and associate degree nursing students. She has taught hybrid online courses as well as those that are 100% online. She is also currently enrolled in a 100% online doctoral program as a nursing education student.
Laura Winer, Ph.D. (Educational Technology) is the Associate Director of Teaching and Learning Services at McGill University. Creating a culture of academic integrity inside and outside of the classroom is an ongoing interest when working with both students and professors. As part of her mandate, she oversees the SKILLSETS professional development program for graduate students.

Daniel E. Wueste is director of the Robert J. Rutland Institute for Ethics and Professor of Philosophy at Clemson University. His work has appeared in various journals including Cornell Law Review, Harvard Journal of Law and Public Policy, the Canadian Journal of Law and Jurisprudence, and Teaching Ethics. He is an ex officio member of ICAI’s Advisory Council and serves on the editorial board of the International Journal for Educational Integrity, the journal of the Asia Pacific Forum on Educational Integrity. Wueste is president of the Society for Ethics Across the Curriculum.

Brad Zakarin is Associate Director of Northwestern University’s Office of Fellowships. He has also acted as Assistant Dean for Academic Integrity. He used a Hewlett Grant for Curricular Innovation to produce a research guide for juniors developing projects for honors theses. As a Resident Dean at Harvard College (2003-07), Brad served on the Administrative Board, which reviews academic dishonesty cases, and co-authored Writing with Internet Sources. He also received Gordon Gray Faculty Grants for Writing Pedagogy to produce the first guides for writing in a “historical studies” core curriculum course and a senior honors seminar.

Jeff Zuckerman has taught college writing and editing since 1987. Since starting at Walden University in 1996, Jeff transformed the university’s writing center from a one-person shop to a staff of more than 25 writing tutors and dissertations editors serving the needs of 50,000 students around the world. Since 2010 he has taught a 3-week course at Walden focused on academic integrity.
TEST FREEDOM.
EXAM INTEGRITY.

Digital solutions that assure true exam integrity for all distance learning exams.

Request a free trial:
softwaresecure.com

SECURE TESTING. ANYTIME. ANYWHERE.
The Raise System
Raising Academic Integrity Standards in Education

This On-line Service Includes:

- Flash animation voice over training module
- **FIVE** sections
  - General information, unauthorized collaboration, technology, plagiarism & copyright, decision-making
- Randomly generated testing after each section
- Data collection for your individual campus.

For proactive and responsive use!

For information & a preview of this innovative educational module, call 215 295-6858.
ETHICS ACROSS THE CURRICULUM: WORKSHOPS FOR FACULTY

Do you want to start conversations about ethics and integrity on your campus?

The Rutland Institute for Ethics, in cooperation with the International Center for Academic Integrity, offers 1, 2, and 3-day Ethics Across the Curriculum seminars. Workshop participants are introduced to frameworks for ethical decision-making that can be easily adapted for specific courses and programs, and leave the seminar with classroom-ready materials to use in their own classes. Discipline-specific workshops are available and encouraged.

"The seminar on ethics was a blessing to our faculty members and our School as it facilitated a balanced perspective on this complex issue."

- David R. Klock, Dean, UAB School of Business

To learn more, please call The Rutland Institute for Ethics 864 656-5379
THE INTERNATIONAL CENTER FOR ACADEMIC INTEGRITY

SPECIAL THANKS. . .

. . . TO THE CONFERENCE COMMITTEE & SUPPORT
ICAi’s “A” Team: Aaron Monson (Membership), and Paula Sullivan (Web Design)
Conference Volunteers: The Fishman Family, Joe Rainwater-Cummings, & Barbara Ramirez
Rutland Institute for Ethics & Tech Support: Dan Wueste, Linda Gallicchio, Brad Jones, & Jamie Brown
Menger Hotel Colleagues: Marcia Sheingold (Sales), Doreen Sanders (Catering), Liz Torres (Reservations),
Fidel Rodriguez (A/V)
San Antonio Convention and Visitor’s Bureau: Yvette Orozco & Christopher Havins
Association for Practical and Professional Ethics: Stuart Yoak, Beth Works, & Mary Ellen Ulmet
Helms Briscoe: Nancy Daniels & Alisa Kluthe

AND TO OUR PARTNERS/SPONSORS:

RAISE
TURNITIN
BSI
SOFTWARE
TIGER
Clemson
ETHICS
Center
Texas Tech University