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| AGENDA/MINUTES | |
| Team Name | Academic Integrity Council |
| Date | 2/24/2025 |
| Time | 3:30-4:30 pm |
| Location | Zoom <https://zoom.us/my/elainesimmons> |

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| Facilitator | | Elaine Simmons | | | | | Recorder | Sarah Riegel | | | |
| Team members | | | | | | | | | | Present X  Absent O | |
| o | Paulia Bailey | | x | Deanna Heier | x | Kathy Kottas | | | x | | Lee Miller |
| o | Janet Balk | | x | Darren Ivey | x | Karly Little | | | x | | Megan Schiffelbein |
| x | Jenn Bernatis | | x | Erika Jenkins-Moss | x | Angie Maddy | | | x | | Andrea Thompson |
| o | Angela Campbell | | x | Stephanie Joiner | x | Claudia Mather | | | o | | Josh Winkler |
| x | Nolan Esfeld | | x | Sam Kline-Martin | x | Mollie McReynolds | | | x | | Jenna Wornkey |
| Guests | | | | | | | | | | | Reporter |
|  |  | |  |  |  |  | | |  | |  |
| Topics/Notes | | | | | | | | | | | Reporter |
| **2024-2025 Council Goals**   * Promote an institutional culture and reputation of respect, responsible conduct, and integrity * Sponsor professional development activities and communication mechanisms across the institution to create awareness, exchange information, convey academic expectations, and identify best practices to support faculty, staff, and students * Identify course design, teaching practices, and assessment systems to deter cheating * Research, develop, and communicate a college-wide standard regarding the use of Artificial Intelligence * Address policy/procedures considerations and develop and/or modify as applicable | | | | | | | | | | | All |
| **Artificial Intelligence Professional Development**   * Artificial intelligence 101: definitions, terminology, how do we use it, what do we use it for, clarification on generative vs. tools * Have a series of shorter/smaller presentations or sessions so it’s not overwhelming; show and tell sessions * Faculty want professional development on artificial intelligence, faculty are finding sessions on their own, faculty want to know how the students are using it, and faculty like to learn from each other * Library academic integrity research guide: <https://www.bartonccc.edu/library/research-guides>   Brainstorming Session (10/22/24) Meeting:   * What is AI being used for? * Continued support for faculty reporting academic integrity violations * Helping faculty navigate using tools vs. their intuition * Bring faculty up-to-speed on the AI detectors * Teach faculty to do research/investigation on their own to determine if plagiarism or AI was used * Faculty providing examples on how they are using AI in their curriculum * Have focused discussions for faculty in various disciplines * A guide to walk faculty through academic integrity violations * Plagiarism and copyright with images * What do we want faculty to learn? What narrative do we want to drive? * Importance of documentation in AIVR form (example for faculty) * Training on how to use Turnitin * How are other faculty using AI? * Maintaining assessment rigor through cured instruction and proctored pieces to discourage AI use and encourage learning through repetition and revision; best practices to have one assessment with multiple attempts to prevent students from using AI (course design) * How to investigate and what the next steps are when they have results from Turnitin   Faculty Survey Results:     * Professional Development: Elaine, Claudia, and Jenna will discuss coordination; Jenna shared the following information     **Cougar Tales**   * Have one session (45 minutes) in August * Cover the violation process at Cougar Tales * Cover examples of violations and how faculty determine to give a violation at the All Faculty meeting   **Teaching with AI Article – Book Club Idea**  <https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2025/02/18/five-questions-two-authors-uses-and-abuses?utm_source=Inside+Higher+Ed&utm_campaign=b138398cbb-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-b138398cbb-199964817&mc_cid=b138398cbb&mc_eid=6d6df91684> | | | | | | | | | | | All |
| **Integrity Tools**   * Verity Update (Claudia) – the college is not going to use Verity * AI Detector (Turnitin) – College’s Chosen Tool   + Training and Guidelines * Respondus Monitor | | | | | | | | | | | All |
| **Advisory Board Meeting Request**   * Email sent 7/15 to Advisory Board leaders requesting an inquiry to advisory board members this fall – asking if they use AI for their operations and if so, in what capacities. I’ve asked for feedback for the council’s review after the fall meetings. * Kathy’s report:      * Stephanie’s thoughts on AI in industry from advisory board notes: Most that are using and or interested in using note the concern about accuracy and the need to double-check. This aligns with my thought that our students need to know the content before AI is introduced as a viable option – they cannot double-check for accuracy if they don’t know what is accurate. I would argue/wonder, if we shouldn’t identify courses based on scope and sequence in which we could with some confidence say students have learned the requisite information needed to be able to evaluate AI. Thus… they would not be introduced to AI until we have that confidence. * Dr. Kottas’ comments from recent conference on rating courses for AI | | | | | | | | | | | Kathy |
| **Artificial Intelligence Subcommittee**   * Subcommittee: Stephanie, Lee, Paulia, Erika, Jenn, Karly, Darren, Josh, Deanna, Andrea * AI Standards – sent to faculty 8/26/24      * Sample HLC Syllabus Statement – sent to faculty 9/10/24      * Committee Syllabus Statements – Lee’s email     \*\*Elaine will send out syllabus statements to faculty   * Library Disclosure Statement for Generative Artificial Intelligence   Disclosure Statement for Generative Artificial Intelligence Use Important: Verify with the instructor that generative artificial intelligence can be used for the assignment. DO NOT use unless specific permission has been given. Unless otherwise directed by the instructor, the inclusion of an AI Use Disclosure statement in the assignment is highly recommended. One potential location for the statement is after the body of the paper and before the bibliography. Include in the statement the specific AI tool(s) used and one to three sentences on how they were applied. This kind of statement is recommended any time AI-generated content is employed in the process of completing an assignment even if AI-generated content is not cited directly.  Example: I used ChatGPT to help create ideas for this assignment. I used the prompt “Act as if you are a community college student in the United States. Think of five ideas that could be used for an essay on the historical influences on fantasy movie and television series including but not limited to Game of Thrones, Wheel of Time, The Witcher, and Lord of the Rings.” One of the outputs was “Medieval Europe and Feudalism in Fantasy Worlds – Many fantasy series, including Game of Thrones, The Witcher, and Lord of the Rings, draw from medieval European history. This essay could explore how elements like feudal hierarchy, knightly chivalry, and the power struggles between nobility and royalty influence these stories.” I modified the output into a thesis statement that pointed me to my final draft.   * Committee Best Practices – forthcoming | | | | | | | | | | |  |
| **VP Basic Violation Letters**   * Four letter templates | | | | | | | | | | | Elaine |
| **Integrity Website**  <https://www.bartonccc.edu/integrity>   * Angie wants us to consider a stand alone integrity module in student orientation | | | | | | | | | | |  |
| **Student Academic Integrity Handbook**   * Focus on High School Students | | | | | | | | | | | Elaine |
| **Basic/Capital Violation Flow Charts – Modified Academic Integrity Procedure in Conjunction with Modified Student Problem Resolution Procedure and Student Code of Conduct Procedure** | | | | | | | | | | | Elaine/Stephanie |
| **AI Course**   * Cristi Gale has developed an AI Fundamentals course that is coming to LICC in March | | | | | | | | | | | Josh |
| **Action Items** | | | | | | | | | | |  |
| **Next Meeting: April 7, 2025** | | | | | | | | | | |  |