

Community College *of* Philadelphia

1700 Spring Garden Street
Philadelphia, PA 19130

**Student Affairs Standing Committee
MEETING MINUTES
March 23, 2016
3:30 p.m.**

Delegates and Alternates Present:

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- Administrative Appointees:
 - Claudia Curry
 - Donovan McCargo
 - Nikki Sarpolis
 - Lynne Sutherland
 - David Watters
- Federation Appointees:
 - Steve Jones
 - Lissette Perez
 - Megan Rizzo
- Student Appointees:
 - Starr Williams

Guests Present: Frank Hoffman, Elisa McCool, Girija Nagaswami, Francie Woodford

I. Welcome and Call to Order – 3:40 p.m.

II. Approval of Minutes – Review and send any corrections by Tuesday, March 29. We will review at the next meeting.

III. Old Business

Academic Integrity Policy Review

The group invited guests from the English department to provide insight into the Academic Integrity policy, such as how English faculty are using it, if they understand the policy and what questions have come up regarding the policy. Donovan met with faculty last summer to discuss this, and the English department is writing a guide to help faculty understand and explain plagiarism and the policy. For many faculty, plagiarism and cheating on a test are widely viewed as different.

Some common questions:

Is [instance] a violation of the policy? What constitutes a violation?

What is the outcome?

Who is notified?

What about intentionality?

Should the same outcomes, rules apply to all course levels?

Is this a teachable or punishable moment?

The English survey aimed to answer some of these questions. Faculty want students to have a uniform experience, but many instances are situational. In the case of attendance, for example, faculty have discretion to put rules in place that differ from another faculty member. How can we try and make the students' experience as equal as possible through policy? Faculty do not know and worry that reporting plagiarism can impact the student at their transfer institution, and some do ask about this. The English

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department would like faculty to state in their syllabi that being found guilty of plagiarism could impact them at a four-year school.

To report an infraction of the Academic Integrity policy, faculty would use the same form if they were reporting a behavioral infraction. Some faculty would prefer an FYI report

for academic integrity – just to have the incident on record, but with no action. A next offense would warrant an action. Faculty do not know what can happen, which can prevent them from reporting an incident. Since faculty can view things differently, one faculty member can report an incident, while another may not for the same action. The student is left wondering why they were reported, since the other faculty member did not file a report. Some faculty prefer to reduce a grade for plagiarism, then report; others would like to reduce the grade and not report plagiarism, since this is done for other circumstances as well. Faculty have many different points of view on what they would like to do, and have different ways of interpreting the policy.

Could an FYI option for this policy be added to the reporting form? There is an FYI for behavioral issues, and the Dean of Students makes a determination to follow-up with an action or refer to Counseling. If an action does not result from a report, the data just sits there – our system right now cannot route or compile this information in a certain way. This information would have to be sorted by someone, or upon request. Everybody can look at the same thing very differently, so one person's FYI is another person's report that they want to lead to a sanction. For the same incident, one faculty member can want an FYI, and another wants a hearing, and the student to fail the assignment and the class. Could there be a policy that two FYIs would be an actionable offense? If we could have an FYI for academic integrity, should the student know about it? Right now, for reported offenses, some students are aware, some are not. The English faculty guests will ask department members when they would use an FYI button.

Another question concerns sanctions. Would sending the student to the Writing Center be a possibility? Should there be different degrees of sanctions?

In addition to how the policy is used, faculty also need some help about using the behavioral reporting form.

To help faculty decide what they should or should not do about an issue, the reporting form could ask questions that may help determine intentionality, and inform them about the possible consequences of an infraction following them to a four-year program.

For students in Allied Health and Justice programs, what are the implications of an FYI, etc. when ethics are an integral part of the programs? Are their practices appropriate for

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other departments to adopt? Will other departments follow what the English department will decide?

The guests from the English department will provide feedback on the policy wording and will look at the form to offer suggestions.

IV. Adjournment

The meeting was adjourned at 4:55 p.m.