

Faculty Senate Agenda - 3pm - 22 October, 2019

Mt. Jefferson Room

Zoom link: <https://linnbenton.zoom.us/j/643247619>

Zoom phone number: +1 669 900 6833

Meeting ID: 643 247 619

If you are traveling, international dial-in numbers: <https://zoom.us/u/amZCxqyg3>

In attendance: Jane S, Roger M, Rick D, Mary C, Cindy F, Diana B, Sharla J, Margarita C, Tracy D, Susan M, Marcy S, Melanie W, Charene WG, Bryan M

Approval of Minutes

- April minutes OK!
- Okay to archive these in [CommunityArchive](#)? OK!

New Business

- The college's academic schedule (Rick Durling and Marcy Shanks)

Concern: current calendar is designed for the college (financial aid, etc). Programs have ten equal modules (health care standard, other CTE) with assessment. Holidays mess things up (can't do anything about that). But we have some discretion with inservice days. Many classes are MW or TR and losing one of those days makes a mess of the module. They could be on Friday. Need a student centered approach to the calendar.

What are the college's priorities? Can we start with student centered priorities?

Could be an accreditation issue that students are not getting enough seat time.

Ideas: Take a week off at Thanksgiving and start week 0, alternate President's Day and Martin Luther King, Jr. Day as a "Holiday" from year to year.

Used to have a linked calendar with OSU but no longer in alignment.

One thing that affected calendar was scheduling in time for outcome discussions. The number of inservice days is a contract issue.

Emergency drills affect the schedule also.

Action: Set of proposals to take to AAC, have senators make around three proposals and take the list forward after a discussion at the next Faculty Senate meeting.

- Cheating discussion (referred from AACEC)
 - How to make expectations regarding group work clearer?
 - Discrepancy between % of international students vs. % of domestic students referred to Lynne Cox
 - How is the [recently updated administrative rule](#) working for instructors?
 - What about students who are overly cautious about cheating?

Lynne: Rate is 5 times as high for international students than domestic. Is it bias?

Faculty survey 40% of cheating was plagiarism, mostly unintentional.

Cultural expectations

Best practice: use Turnitin for all students, not just the ones that make you suspicious (avoid bias)

Make reasonable academic adjustments for students learning in a non-native language.

Are we providing enough support for our students? Do students know what support is available?

(Inservice idea: how to prepare students for a test, what tools are available for students, different approaches to assessment)

How big of a deal is this?

Equity: perception is that international students cheat more but research says not so.

- Presidential search
- Goals for this year
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Future topic: waitlists and add-drop electronic vs paper forms

Results of poll on cheating

43 responses

What is the most common way for students to cheat in your class?

Unintentional plagiarism	27.9%
Cheating on quizzes or tests	25.6%
Intentional plagiarism	16.3%
Improper collaborations	7%
Fabrication, falsifying, or lying	7%
Electronic translators	4%
It doesn't happen	4%
Chegg.com	2%
Online at-home quizzes	2%

How often do you notice students cheating?

Very rarely	50%
Somewhat rarely	37%
Somewhat frequently	14%
Very frequently	0%

Overall, how well-equipped do you feel to prevent and address academic dishonesty in your classes?

Not well-equipped	2%
	23%
	50%
Very well-equipped	26%

How could the college better support you in addressing academic dishonesty?

- By well-defining academic dishonesty
- Clear definitions on cheating in collaborative work
- Emphasize the importance of honesty to students in many ways.
- I have my students watch videos on plagiarism and how to prevent it. It would be helpful if LBCC had a standard video on the topic, as opposed to me finding random ones. Sometimes the one I really like is no longer available and I have to start searching for a new one.
- more rigorous adherence to the Administrative Rule on Academic Honesty
- Make reporting and addressing cheating a more defined process
- I don't think our PT faculty are given clear guidance on what administrative steps to take or when to report cheating.
- Make sure the topic is addressed in the DG classes
- Since I just started at LBCC, I may be unaware of this service, but a TurnItIn service for students to run their assignments through upon submission via Moodle would be most helpful.

Any other thoughts?

- It can be a challenge and unless I catch them right in front of me I question this issue and go from there. It is not cut and dry subject there is not one solution to this
- It just will not be tolerated.
- It bothers me how students don't take it seriously.
- Turnitin is a vital tool
- We should work on issues that are real, like LBCC having too many managers.
- On one hand, we cannot have a "one size fits all" consequence, but on the other hand, I feel some guidelines would be helpful. I appreciate the consequence is left to me, but I am often at a loss for the solution. Could there be a training for

students who are caught cheating? Should I handle the issue alone or would it be better to set a meeting with Lynne Cox and the student right off the bat? Why doesn't Turnitin catch everything?

- The disparity of enforcement, dissemination, and use of the AR and its tenets across campus makes it difficult to enforce.
- better designed process
- Paraphrasing and citing sources could be incorporated in so many classes and this may help!
- I give grades but am not teaching a credit bearing class. This means the grades give personal satisfaction but don't affect GPA. This somewhat reduces the pressure to be dishonest. However, I have had a few students (very few) who still felt the need to be dishonest in order to receive a grade/evaluation that was meaningful to them. In one instance I gave a writing assignment. A student copied something she found online and handed it in. I had a private conversation with the student in which the student adamantly denied copying until I showed her the essay that she copied. At that point, the student's response was "But this essay said what I wanted to say and used all the best words." I could understand the student's strong desire to express herself well but explained that when we write something, the arrangement of those words and thoughts belong to us. Other people can't take the credit for them. I explained the school policy and potential repercussions of academic dishonesty in credit bearing classes. Was I successful in persuading her to not do this again? Maybe not. However, I think that when we address dishonesty we also need to be aware of the very strong external and internal motivations that cause this behavior and approach the problem both from a policy perspective and a human perspective.
- Students might need specific instruction in using quotes, citations, and summarization. I find students often do not clearly understand how to synthesize material for a written paper.
- It would be helpful to have someone go over the LBCC policy and levels of discipline before it becomes an issue.
- The students feel like they are helping each other when they share their answers.