

Faculty Council on Educational Technology (FCET)
Annual Report (October 2006 - June 2007)
Werner Kaminsky (Chair)

Throughout the year the council received updates from Cara Lane and Tom Lewis on Catalyst and OnTech news. Specifically, FCET invited Karalee Woody (Catalyst Director) to give an update on new developments. Jennifer Ward represented the libraries and reported on issues related to the councils work.

FCET finalized the discussion on how to address the increasing problem of plagiarism at the University of Washington. After hearing a report by Sharon Primm Dayot from the TRIO program on implementation of TurnItIn.com as an automatic search engine for plagiarized text passages it became clear that the best possible way is to give students a text checking service like TurnItIn.com as a writing tool at hand and accompany this with several other important recommendations. The final report was submitted to the Senate Executive Committee and the Senate (see Appendix 1). Kaminsky gave representations on this subject to SEC, FCIQ, FCUL and a faculty chairs lunch and was interviewed for an article in the UWDaily on plagiarism (see Appendix 2). The Faculty Council on Instructional Quality (FCIQ) endorsed the proposal in Appendix 1 with but a few minor suggestions for improvements. The Faculty Council for University Libraries contributed with the implementation of some of the suggestions of the proposal in Appendix 1 including classes on writing assignments to prevent plagiarism and citation tools available from their new search engines on the library websites. With the help of the Secretary of the Senate, Gerry Philipsen, Kaminsky started the process of contacting the UW administration to implement the recommendations in Appendix 1.

FCET discussed if web cameras on campus need regulation and after hearing advice from the Attorney General's office concluded that it is best to create a compilation of recommendations for webmasters to avoid intrusion of privacy as well as avoiding other possible sources of conflict. This work is still in progress.

FCET asked if, as in case of plagiarism and webcam usage, copyright issues of material used on websites needs impact from the council. FCET invited Thom Deardorff (University of Washington Libraries) to explain details around this subject. Here again, FCET is in the process of devising a list of recommendations to increase awareness of copyright issues and intellectual property rights.

Gregory Miller, Civil and Environmental Engineering, was finally engaged to become Vice Chair of the council. Kaminsky is continuing as council chair for the coming year.

Appendix 1: Plagiarism report

Contact: Werner Kaminsky (Chair: kaminsky@chem.washington.edu, tel. 543 7585)

Recommendation on responding to the increasing problem of plagiarism

Summary

The problem

With the increasing prominence of the Internet in the life of students and faculty alike, improper use of this technology has drastically increased. Estimates range from 30% to 50% of all students who use information from the internet do so without proper disclosure of their sources. Included in these estimates are students who make use of fraudulent “paper mills” to represent their own original work. Of even greater concern, plagiarism among faculty has also increased. In general, a growing number of members of university communities fail to understand how or when to appropriately cite references or to recognize the importance of intellectual property and potential consequences of copyright violation. However, cases of plagiarism reported in newscasts outside the secured university environment indicates that the general public judges plagiarism much more seriously [See (g) and attachment 1].

Relevance to the University of Washington

The University has an important legal and ethical responsibility to teach students about appropriate use of intellectual property, implications of copyright, and the consequences of violating University rules on these issues. We also have an opportunity to take a leading role among our peer institutions to establish a culture of citation that faculty and students learn from and participate in. Institutional failure to do so could harm the reputation of the University thereby diminishing the value of a UW degree. It could indeed have larger legal consequences if no active anti-plagiarism measures are taken, and the institution is challenged as the “home site” of increasing numbers of students and faculty who fail to observe the rules of copyright. A failure to instill ethical conduct, provide training, and create acceptance of intellectual property rights among our students will also negatively impact our graduates’ future careers and ethical behavior.

Recommendations for Action

An approach of working with the UW community to inform, educate, and build acceptance for appropriate use of intellectual property is recommended (for details, see section on proposed strategy). The program would start by building enthusiasm and would include tools for easier and proper citing intellectual matter.

- a) Provide all entering students with- and discussed at orientation- an information package covering Intellectual Property Rights and the consequences of Plagiarism.
- b) Develop a UW 'Code-of-Honor' that specifically addresses the forms of Plagiarism that are undermining the educational process.
- c) Provide students technical assistance – example: mandatory training on proper citation techniques, and access to online educational resources.
- d) Installation of some form of electronic identification of plagiarism in student papers for students to use, starting with a 2 month free pilot program.

Proposed Strategy

(a) The **information package** should contain a letter with a phrasing that is close to the language spoken by freshmen. The example given in the appendix [See (g) and attachment 6] may serve as guidance. Input from students is welcomed to find a text that reaches out to increase their awareness of the problem. Similarly, a 'memo' to faculty and staff in appropriate formulation would be useful.

A more direct language is complementary to that used in the Student Conduct Code. At the earliest opportunity during students' orientation, their attention should be drawn to

- Resources for students on how to avoid plagiarism and cite sources correctly, as well as information about the scholarly process and academic culture
- Information about discipline-specific issues surrounding plagiarism [See (g) and attachment 2]
- Resources about UW policies

(b) Code of Honor

In cooperation with ASUW, the 'Code-of-Honor' needs to be formulated and forwarded to all members of the university including undergraduate students, graduate students, faculty, the administration, and visiting faculty and students. A possible text can be found here:

<http://web.cornell.edu/UniversityFaculty/docs/AI.Acknow.pdf>

(c) Technical Assistance

In cooperation with the C & C, UW Libraries and Catalyst, technology that guides the process of proper citation is compiled and made accessible to all members of the University of Washington community.

There are various groups on campus that are already engaged in education about plagiarism. Below is a preliminary list of groups that have expertise and information that would be useful to an educational endeavor. Other partners should also be identified.

- UW Libraries
- CIDR
- 4x4 Initiative
- UW Writing Centers
- TRIO
- Committee on Academic Misconduct

Additional measures could also include general strategies implemented by teachers to make plagiarizing more difficult [See (g) and attachment 5].

(d) "Site by Site" Plagiarism identification

After implementation of the steps (a) to (c), a mechanism to measure and administer the progress of creating awareness of plagiarism, easy to use detection tools are needed. The different possibilities include:

- The commercial service 'turnitin.com' on a limited scale. The company has offered a two-month free pilot program to test the software and its feasibility and ease of use at UW. Turnitin's standard method includes the collection and storage of student work in their database. As a result, there are FERPA concerns to consider. Under pressure from FCET, Turnitin has offered to modify their standard system to avoid some of these concerns [See (g) and attachment 3]. This service has been used before on campus. [See (g) attachment 4].
- Collect university - internal papers of students on a database with search options arranged via software to be provided by C & C or Catalyst enabling faculty to compare a student's submission electronically.
- Microsoft Research is under consideration to discuss the possibility of an alternative contextual search and detection tool.
- It may be possible to use Google in conjunction with Catalyst tools to complete more complex searches. This approach seems feasible, but more discussion and exploration of the project is needed at present.

When students are given these tools, they can ***ON THEIR OWN*** compare their work with available intellectual property and refine their writing skills. This "***Site by Site***", one site representing the text written by the student, the other site the report by one of the above listed technologies is a key element in engaging the students rather than the faculty in enhancing the citation climate on our campuses.

(e) Develop an Academic Protocol for cases of Plagiarism

It was reported to the FCET that students often managed to avoid the consequences of plagiarism, and that retaliation toward faculty by students who had plagiarized poses a significant problem especially for non-tenured teachers. This problem needs to be discussed by all other Faculty Councils to devise a proper protection strategy on one hand and a **universal protocol** for handling plagiarism on the lowest possible level.

Level 0: as outlined in (d), the students should be encouraged to use some sort of plagiarism analysis to screen their works and on a faculty's request may submit a plagiarism report together with their papers to certify this effort.

Level 1: after the detection of plagiarism by a faculty, the faculty member informs student, rejects paper, and allows one (UW policy allowed) resubmission within reasonable time.

Level 2: plagiarism identified in 2nd submission. Faculty rejects paper and (UW policy) reports the case to the Intellectual Property Center (to be set up) for independent review, preservation of students' rights, avoidance of retaliation, and to connect students to classes on citation practice.

(f) Time Line

It would be useful to start the 2 month free pilot with Turnitin.com parallel to other possible efforts outlined in (d) after Summer Break 2007 with the returning students. During this study, some training on how to use Turnitin.com or other tools may need to be provided.

The number of plagiarism cases should be monitored and the result presented to the Senate (or subcommittee) for evaluation. If it seems necessary, one or other automatic plagiarism identification process should be implemented with the start of spring term 2008.

(g) Attachments

[1] On plagiarism

COMMUNICATIONS OF THE ACM June 2006/Vol. 49, No. 6 **23**

ACM Publications board policy: <http://www.acm.org/pubs/plagiarism%20policy.html>

Brian Martin Article: <http://www.uow.edu.au/arts/sts/bmartin/pubs/94jie.html>

Russell Hunt Article: <http://www.stthomasu.ca/~hunt/4reasons.htm>

[2] Faculty Resource on Grading:

<http://depts.washington.edu/grading/issue1/gprevent.htm>

[3] Turnitin.com and FERPA



IPARADIGMS, LLC PRELIMINARY POSITION ON 8 FABHEP 13 (GPCO 2006)

September 28, 2006

iParadigms, LLC is currently reviewing its response to the recent FPCO clarification on FERPA standards in the context of institutions dealing with companies that offer services related to detecting plagiarism (in this case, the Company's Turnitin service). A preliminary legal document is being drafted by its corporate counsel, Foley & Lardner, a leading national firm and the Company's intellectual property attorneys.

Prior to the issuance of a formal legal opinion, iParadigms, LLC strongly recommends the following best practices be put in place by its users to best ensure compliance with FERPA.

- When reasonably possible, Turnitin institutional clients should direct its instructors to submit anonymous documents to the system with some identifying code that is kept by the faculty, and not the Turnitin system. As stated by FPCO, "this is permissible...it would not be considered a 'disclosure' under FERPA."
- When reasonably possible, Turnitin institutional clients should have their students submit their own papers. Their acceptance of our Terms & Conditions suffices as voluntary consent to the submission of personal data. The institution should allow the student to decline submission to the Turnitin service. The consequences of this denial should be consistent with the institution's own current policies and/or Student Handbook.

Further upgrades to the Turnitin service's current technology (slated for release in late 2006 - early 2007) to counter the instances in which an instructor submits the work of a student using personally identifiable information (e.g. email address) will most likely include the following:

- Encryption of all Turnitin student users' personally identifiable information upon entry into the Turnitin system
- Decryption of all Turnitin student users' personally identifiable information only granted to the relevant class instructor

We will continue to update the academic community as concrete timelines and tactical steps are identified.

A handwritten signature in black ink, appearing to read 'J. Barrie'.

John Barrie, Ph.D.
iParadigms, LLC CEO

A handwritten signature in black ink, appearing to read 'Melissa Lipscomb'.

Melissa Lipscomb
iParadigms, LLC COO

[4] Use of Turnitin.com at the University of Washington

<http://depts.washington.edu/trio/center/howto/write/writing/avoid/index.html>

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TRIO programs are federally funded through the Department of Education and are dedicated to prepare low-income and non-traditional students, often at-risk, for college, graduate/professional school, and a successful life in this society's economic and social cultures. TRIO represents three tiers of programs which work with middle school, high school and higher education students. The topics of intellectual honesty and appropriate attribution are a priority in our trainings with TRIO staff and students. Although we provide numerous resources and tutorials on our web site, Turnitin is one of the most powerful teaching tools that we use.

One of the best examples of using Turnitin as a teaching tool within our training is during one of our TRIO Quest activities, TRIO ThinkQuest (TTQ). TTQ is a national competition for middle and high school students who participate in TRIO programs. This competition challenges students to research, write, and create educational web sites with the goal of preparing them for college-level writing. Students and staff are informed that sites will be submitted to Turnitin for plagiarism checks and are instructed to use our plagiarism resources to learn about intellectual honest and appropriate attribution.

Once we receive the originality reports from Turnitin, we share the results with our participating staff and students. For our students, being able to see a highlighted line that is similar or exact to another document gives us that "teaching moment" to illustrate how to quote and cite properly in order to maintain academic integrity. It is surprising that they do not seem threatened by the reports; they are so hungry to improve their skills in order to be accepted into college that they embrace the learning moment and the results show after they make corrections.

Because technology makes it easier to find sources, and even easier to copy and paste information, Turnitin plays an extremely important role in helping our students understand intellectual honesty. The visual strength of Turnitin's reports allows our students to literally see the similarities between their writing and others on one page. Along with the teaching moments that result from reports, we are seeing less and less plagiarism within our educational web site competition.

For more information on plagiarism rules for the TTQ activity, go to: <http://depts.washington.edu/trio/quest/rules.html> and click on TRIO ThinkQuest Rules where you can view rules on plagiarism (NOTE # 4 and # 6).

If you are interested in the students' work, click the TRIO Quest tab at the top of the page. You can explore the winning educational web sites created by these students and note how intellectual honesty is emphasized within them. I need to emphasize that these students are non-traditional and many come from poor urban and rural school districts. TTQ is often the first experience that these students have to this type of research and writing.

[5] Anti-Plagiarism Strategies for Research Papers:

<http://www.virtualsalt.com/antiplag.htm>

The Libraries sponsored a workshop in February 2005 on pedagogical approaches to preventing plagiarism and materials from this workshop can be found at <http://www.lib.washington.edu/about/events/academic/>.

On February 9, 2007 the Libraries will be presenting a half-day workshop for faculty. The workshop, entitled "Helping Students 'Do the Right Thing': Preventing Plagiarism Through Assignment Design," focuses on what many librarians feel is the most productive approach to this challenge: rethinking

and restructuring research-and-writing assignments to minimize the opportunities to plagiarize and to maximize student engagement and deep learning. The workshop is co-sponsored by CIDR, the Teaching Academy, and the Libraries. A companion website should be available soon.

[6] Example to address freshmen:

"Do you want words you wrote being used by someone else under his/her name? If not, don't do it yourself.

Do you want a graphic you worked on being used by others without giving you the credit? If not, don't do it yourself.

Do you feel angry at the thought of putting the results of your own hard work on the internet for others to benefit, only to see it being used by someone else pretending it was his/her work? If you would, don't do this yourself.

Each of these cases is a form of plagiarism; all are viewed by the general public, and the law, as criminal acts.

Learn how to cite references and sources correctly; avoid academic sanctions and possible prosecution.

Help and information on proper citation is available from the Librarians at the University of Washington, please ask. From the online tools perspective, many of the online databases licensed by the UW Libraries include a "cite this" feature which properly formats citations at the point of discovery. Such a feature allows researchers to indicate their preferred style (e.g., MLA, APA, Chicago/Turabian) and the citation is automatically formatted.

Be aware that the University of Washington has mechanisms installed that allow detecting plagiarism"

Appendix 2 UWDaily article

MONDAY, May 21, 2007

Internet leads to increased plagiarism

ARLA SHEPARD
THE DAILY

The increased wealth of information online has led to a growing temptation to plagiarize, reported a recent study conducted by the UW Faculty Council on Educational Technology.

Plagiarism is defined as the improper citing of source material, claiming a piece of "intellectual property" as your own, whether intentionally or not, said Faculty Chair Werner Kaminsky, who advocates a change in the way the UW reacts to plagiarism.

"About two years ago, one faculty member found himself reading his own 20-year-old paper turned in by one of his students," Kaminsky said. "You can imagine his reaction."

Kaminsky wrote a report on the problem of plagiarism, recommending the UW implement tools to educate students on how to avoid the problem. He does not encourage the punishment of students, but rather wants them to be better informed.

"[Students] should go to the Internet for information — it's not a forbidden thing to do — but if they do, they need to cite it," Kaminsky said.

The study estimated that 30 percent to 50 percent of all students



Werner Kaminsky
Faculty chair

improperly disclose their sources, some going so far as to obtain papers from former students. An increase in plagiarism among UW faculty was also noted.

One recommendation from the council included going into partnership with the plagiarism identification Web site Turnitin.com, a database where students can

submit their academic papers for review.

If plagiarism is identified, the student is able to then see their work in comparison to a Web site or other academic paper already in the database. Kaminsky recommended using Turnitin.com on a limited scale, where the UW's database would not be shared with other schools in order to protect the privacy of students.

The UW outreach program TRIO, which encourages disadvantaged middle school and high school students to compete in researching, writing and creating their own Web sites, already uses Turnitin.com for its national TRIO ThinkQuest competition.

"We use Turnitin.com as a teaching tool, not as a punishment," said Sharon Primm-Dayot, curriculum coordinator for TRIO programs. "Every year since then we have seen a decrease in the number of plagiarism incidents."

See **PLAGIARISM** on page 6

PLAGIARISM » *Pressure is one cause*

CONTINUES FROM PAGE 1

The site helps students to learn from their mistakes.

"For our students to be able to see that a highlighted line of theirs is similar or exact to another document gives us that 'teaching moment,'" she said.

Students are so eager to improve their skills that they do not feel threatened at all by the program, Primm-Dayot said.

"I absolutely think that the UW should implement a similar program for their students," she said. "A lot of them are not comfortable with writing, so the temptation is more difficult [to overcome]."

Louisa Peck, administrative director of the English Department Writing Center, believes educators should take the responsibility of fixing the problem.

"It's both a question of students not understanding when they are committing plagiarism and also

students being under pressure and getting desperate," Peck said.

Peck said students have become more concerned with jumping through the hoops to get a good grade, and they forget that they're not learning. She advises teachers to simply talk about plagiarism in class.

"If you articulate that even copying a line or two from Wikipedia is plagiarism, this will creep into [students'] consciousness," she said.

Still, the implementation of Turnitin.com is far off at the moment due to other funding priorities, noted Kaminsky, who proposed collaboration with the Web site as early as autumn 2008.

"The problem of plagiarism is not decreasing," Kaminsky said. "The University has not done much to show itself as a center of good scholastic practice."

Reach reporter Arla Shepard at news@thedaily.washington.edu.

Other recommendations from the council

Provide incoming students with an informational packet on plagiarism to be discussed at orientation, detailing consequences

Develop a Code of Honor in cooperation with ASUW that addresses forms of plagiarism

Provide technical assistance at the UW libraries and writing centers

Implement an electronic identification database, like Turnitin.com