

Academic Integrity Roundtable, April 2015 Transcript

I'm Lauren Berkeley, I'm fashion design, third semester.

I was also shared at the table with communications design. Got that.

So, we were a mix at our table.

Mostly what we talked about and what we were concerned with
is the difference between inspiration copying and where that line is.

I think, looks like everybody is nodding their heads,

[LAUGHTER] so I think we all talked about that.

So, glad I would first.

How do you prove it with design because it's

such a slippery slope and there's such a big middle ground of,

I drew inspiration from this and you can see the inspiration to it's the same design?

So, that's, yes. Like with color, shape,

I mean it's all so mixed.

So, it's a hard line to draw.

It's hard as a student too when you're surrounded by other people doing,

you all have the same assigned project,

so your work look similar but it's so, it's yes.

Then we also talked about part of which number two,

what is FIT's academic integrity policy?

Most of us didn't actually know.

We even pulled out a syllabus to look for it and couldn't find it.

So, maybe [LAUGHTER] that's part of the problem as students,
it's not really given to us.

I mean a lot of teachers absolutely put it in
their syllabus but it's glazed over, not discussed.

So, that might be something that was a very intelligent an insider said.

Then for number, what are your responsibilities as a student?

Number four, a thing we discussed too,
is maybe an anonymous venue, in which to say,
because most of our departments are very small and very interconnected,
and if I thought somebody was copying somebody else and I
go take that to the teacher or the dean or whatever, my names on that.

If it turns out they're not copying, one,
that person probably hates me at this point
and we'll have all our classes together next semester.

So, if there was a way in which you could
vocalize your concern without getting repercussions,
we thought that might be a good idea.

Then both our professors have resources within
their businesses or more defined resources within their businesses
on what is creative integrity,
maybe if we could bring more infield rules into the school and it
would help us as students to get a better sense of what's
going on in the industries we're striving to be in,

and also clarify clearly what is

a very confusing and interesting topic and I'm done now [LAUGHTER] [APPLAUSE].

Thank you very much.

In fact, I think that presentation

also opened up something that maybe not everyone was thinking about,

that issues of intellectual property are major issues

in the Design Department as well as in the liberal Arts Department.

So, thank you very, very much.

Also, if our resources want to add something here,

don't be shy [LAUGHTER] ,

if there's something that you think can expand on what's been presented.

So, what about this table right here?

Next table [NOISE].

It's a popular table.

[LAUGHTER] You're friendly [NOISE].

My name is Brock. I am in International Trade Marketing.

I shared my table with Accessory Design majors as well as economic classmates,

and interior design as well, I guess.

Yes, [LAUGHTER] an accessory. Yes, exactly.

So, what is meant by academic integrity?

So, we were talking just as we initially stated,

it's the responsibility the student.

You had brushed upon inspiration versus coping

and we talked about how it's really difficult to measure.

Plagiarism whether it be in terms of creative,

because half of the table was creative,

half of us was business-like.

It becomes really hard to find those roots.

I know that someone may state that as a shape of a particular garment

or a pattern is their respective,

I guess verbalize that.

There's a respectively, but I think it's the same thing with an essay.

We mentioned that a lot of the students will hide their best work.

For my particular instance,

if I come up with a business plan and I think it's a great business plan,

and I think it would be great if I take it to the field,

I'll probably hide it better than sharing it with my group mates.

I think they were talking about the same type of thing and

that's sad that we have to work in that fashion,

moving forward, just to hide their best works so that it won't be, I guess, taken.

Let's see what else I have here if I can read my writing.

We talked about FIT's academic integrity policy.

Just as you mentioned, we don't know it.

We don't know it. I think that's a responsibility of some of the professors,

in initially stating what are the rules and regulations behind FIT's codes.

What we had talked about is like the X plus one factor.

I didn't really know about it, but it makes sense.

How one student may say that they take a route one idea and then

add plus one it makes it authentic but it's adding something different.

I feel in certain instances people may modify, change,

whether it be a dress or a shoe or a paper, they could be a paper.

I think that's an issue because it may not be an issue because just as I had said,

it's difficult to measure where the roots come from,

but it's also like plagiarism.

If you take an idea from a paper online, put it on yours,

and then add plus one,

it's like where the line is crossed.

So, we talked about modifications.

So, culturally, we had mentioned China.

Imitation is the best form of flattery.

Although in China and other countries that statement is correct,

but I think if professors given the fact there are plenty of international students,

again going over the rules and regulations of the school.

Just as we had said,

we don't know the policies.

So, power other students opposed to if they're not from America

or if they're not used to FIT's policy.

Then in terms of how authors can protect their work,

we mentioned the library database,

which again gives us plenty of information.

Classes, perhaps there could be a class and then a lot of professors bring their students

to the library so that they can understand the databases that are there,

but it's more so for grabbing inspiration or doing research.

But perhaps, one of I guess a session could be on how

to maintain your creative work or yes.

Then what else, let's see.

Yes, I think that's about it.

I think it's just about maintaining the consciousness to your academic integrity,

opposed to just assuming,

I think it's a matter of realizing what you're doing wrong and why,

opposed to just the assumptions.

[inaudible].

Oh, yes, that's right.

So, we did. We talked about professors.

Yes, so, I think it was just as

academic integrity falls from student to teacher or professor.

I think it goes from professor to the student.

So, we had mentioned that one of the professors at her table was,

I guess, ripped off her to a certain degree and she wrote

a paper and the professor actually published it as his own.

I think that's a matter of dissenting with ideas,

where are those lines drawn?

And, I guess, for a professor

to essentially to show

more interest in certain students and move grades around in given certain circumstances,

I think that also falls under academic integrity.

Yes. So, I guess a student to teacher and teacher to student,

I think it goes both ways. That's it.

[APPLAUSE].

I just want to add too, I think that was a great presentation.

But one thing I would say is,

you said, plagiarism is plagiarism.

But everything you said would suggest that plagiarism is not always plagiarism,

and so maybe what we could say is fraud is fraud.

Yes.

Right?

Yes. Also, I wanted to ask.

Did any of the tables discuss Creative Commons?

Yes.

Okay. Good. Okay. [inaudible] because I just want to going to mention something.

So, Melanie, your table.

Hi, my name is Sabrina Borno.

I'm illustration major and I shared my table with other illustration majors,

ICom and tech design majors as well.

So, basically, what we talked about in our group was specifically the number 9:

How can I be sure that my work online is free of intellectual property issues?

And we talked about these issues in the prospective of literal artwork, like artwork.

So, we talked about as an artist,

exposure is one of the main things that fuels our whole lives.

It's not just the same for illustrators,

it's the same for fashion design and

everyone pretty much into the design aspect that were there,

and everyone in the liberal arts design number 2,

because what you post your ideas.

In order to people to know your ideas,

you have to put it somewhere.

So, specifically, in the example that we talked about at multi-center table was,

when you're posting your stuff online and someone takes it, what do you do?

So, recently, last semester,

I had a situation where I saw someone's work that was blatantly stolen

and I didn't know where to go to report it.

So, I was just basically confused as to where to go and I wasn't sure,

even when I did go to confront to talk the issue,

I didn't know if it was followed up on,

I didn't know if it was taken care of,

I didn't know what happened to that student,

and I don't know what happened to the teacher either

for all that it just slipped by then,

and have that work posted on a wall,

like it was on a wall in the second floor.

So, that just goes back

to what the students

understand about all these issues is we don't really know where to go,

and we don't really know what to do afterwards.

As others mentioned before,
we feel like there should be a center,
like the writing center or the printing lab,
like you know where those places are and you know where to go for those things.
There should be something that we know specifically where to go for situations like this.
So, that was one of the main things we talked about.
We also talked about what many of you talked about,
where is the line from plagiarism and drawing inspiration.
At what point is it not your own,
what are your ideas not your own because it's hard
because nothing we think is completely original.
We all draw inspiration from somewhere,
so those aspects they are really difficult.
Then, in the artist's world,
we were talking about how afraid we are to post stuff online and because
with the terms and conditions of certain websites.
When you post something on a website,
it's no longer yours,
it becomes part of the website.
So, what do you do?
You have to put your stuff out there in order to get working,
get exposure, but at the same time,
you're leaving yourself at such a big risk.
Those are situations that aren't easily

handled because legal stuff gets involved with lawyers and stuff like that,
and at the end of the day,

it just goes to show what we're talking about here is nothing.

I feel, especially with how embedded we are into

this digital world and how easy it is to take

stuff and just fix it up in Photoshop and say,

"Hey, I need this."

It's just really difficult.

Sorry. We also touched on the watermarking thing.

Yes.

Where if you put something online and they will Google it,

that image will come up on Google.

We all learn in Photoshop skills.

They don't tell us how to remove watermarks but you'll figure it out.

Exactly.

How do you know the work we put online is going to be safe from someone else stealing it?

Exactly. It's so easy to remove them.

The work I was talking about earlier that was blatantly stolen,

the original work did have a watermark,

but it was removed.

But you have to put your work out there.

Yes, you have to put your work out there.

I believe this table talked about it like keeping ideas for yourself,

we also talked about it as well.

We talked about maybe online you should post stuff like your sketches and small works,
but work that you shows who present as a portfolio,
you keep that to yourself and then you just show it to people you want to work for.
So, that was a thing to do, but then again,
with our digital world, many employers come to you based on looking through your website.
So, what do you do?

That's basically when you stop for.

[APPLAUSE].

Thank you so much.

That's just an interesting question I got.

I want to know where's Jeffrey was up here because I have a question for him.

I wonder when you design your own website,
whether you can include an authentication on it so that you're
tracking exactly who's looking at your work, but-

You can't.

You can't?

How many people who people who sees it.

Yes.

You can also do things with the metadata and locking the files to some extent.

Yes, so you can [OVERLAPPING] control it. Yes.

That doesn't mean they can't do a screenshot.

Right. Well, [LAUGHTER] those are always feel bad. Yes, Ellen.

But Elaine, the issue is not

necessarily where website and people viewing what [OVERLAPPING]

It's people taking it off, of course.

It's also the face-to-face interview,

especially for a design student where you're bringing your work and you're showing it,

and who's to say that the person sitting in front of you is not going to use,

instead of copy, use some of those as inspiration for themselves,

and then how do you feel about that and can you protect yourself?

This is interesting. So, I just want to say that we have done this in the fall,

and there were very few people talking about visual property.

It's really interesting to me because everyone seems very focused on that, today. Yes.

So, that, of course,

is really important and interesting discussion but I don't want to lose sight of what

Sabrina brought out to first is that there is some consciousness among the students,

to be aware of people who might have been doing this and they acting on it.

And what happened?

Instinctively.

But there wasn't really a guideline. What happened?

I'm not sure that they're in a position to know what happened,

but at least the policy should be there so that we know,

you report it but after that you deal with it.

Right.

Just something, some kind of closure.

Yes.

But I think it's fantastic that they addressed it,

but they did it after they're caught.

Right.

Because [inaudible].

If you look at- I think because everything are so digitized,
instead of students [inaudible]

We have to have a form of shield to protect them,

so [inaudible] ideas someone else

[inaudible]

Most companies look legal,

will make you sign way all the way.

Any other comments?

Okay, so we're going to go to the next table,

this table right here.

[NOISE].

Hello, everyone. I came from the lovely table in the middle.

My name is Jessica Hill.

I'm a Fashion Merchandising major,

and we shared our table with accessories designer,

which is really awesome.

So, like everyone else,

we talked a lot about,

what's the difference between inspiration and imitation?

Because there, as everyone said,

there is a very fine line there.

I just wanted to jump ahead to Creative Commons

because we didn't get to touch base a lot on that.

So, first we wanted to brainstorm what we knew before trying to

look it up and actually get a definite what is Creative Commons.

And we are thinking it must be like a think tank where

all these creative people come together and share ideas and inspiration,

and essentially it is actually a non-profit organization and it does pretty much that.

So, it's really cool and there's no fee we

found to actually join but we're kind of like, "What's the catch there?"

[LAUGHTER].

Getting back to the questions,

what is meant by academic integrity?

We're saying honesty, using your own ideas,

giving credit where credit's due, and respect.

So pretty much a summary of what everyone else has said as well.

What is FIT's policy?

Although, we didn't know it word for word,

we did know that it's 100% no tolerance against plagiarism.

And this is essentially from FIT because they want to unravel raw talent.

I mean, we have business ideas here,

we have artistic ideas here,

and they want to know your artistic ideas.

Now, what you found on the internet are not what you found from another artist.

We're here because this is what we do,

we come up with things like this.

So, FIT is really trying to find that raw talent that you have.

Also, how does this policy affect your work as a student?

And we said that,

it pushes us outside of what is out there,

and it's a level of self-empowerment.

So, if you're seeing that this is an idea that you came up with yourself,

this is a piece of work you came up with yourself,

you have more self-worth within yourself like, "I did this."

This is empowerment you get within yourself not something like,

" Oh, I found it on the internet.

I just got an A." What else do we have here?

What are your responsibilities as a student?

We said protect your own work to the best of your ability,

and as we found out through everyone else's discussions to best of your ability is not

usually even that much because it's so hard nowadays with technological advances.

We spoke about watermarks but as he said they can easily be removed.

You can only protect yourself to a certain extent which is heuristically very sad.

Also, what are the special challenges to research on the web?

One thing we did discuss here is maybe you are finding

good resources but do those resources have the integrity that you do?

So, did their resources come from integrity and sources with integrity?

You don't know if the sources you are using are correct,

so that's obviously a very big issue.

How do authors or creators protect their work?

As I said before: Copyright, trademark, encryptions.

We even spoke of, we have a techie in the group so [LAUGHTER]
encryptions whilst sending your work to someone and
making sure that there's a password before they can even open that,
and being able to track where things are being sent,
but I mean, there's a lot of nerds in the world that can easily get back into too.
[LAUGHTER].

Where can students find guidance on issues of intellectual property and plagiarism?

We recommended the library,
and somewhere on FIT,
my FIT [LAUGHTER] , so we know there has to be link in there's somewhere.

[LAUGHTER]. We're not totally sure where.

Where's our librarian?

[LAUGHTER].

Okay. [NOISE].

Were assuming it's through the library link.

Well, there's a series of guides we have online [inaudible] page-
Okay.

One of them will help us find [NOISE] [inaudible].

So, there you have it ladies and gentlemen.

[LAUGHTER].

How can I be sure that the work I'm sharing
online it's free of intellectual property issues?

The sad truth of this was,

is you can't be sure.

And, I think, that's one of the main reasons we're here today is to discuss things that you're not completely protected, and you can't always have the big shield up.

So, that is our discussion from the group.

[APPLAUSE]

Did you mention anything about Creative Commons or-?

I did want to talk about Creative Commons.

Yes, that would be great.

So, it is a nonprofit organization, this is true, but as an organization that [inaudible] so that knowing that you want to share your work, you can assign it a certain Creative Commons level.

It could be reused with modification, reused without modification, reused you know, and it goes on down the line from least constrictive to most constrictive, and you can label your work this way, and it does commonly for standard.

Anything you produce is copyright and all that,

I mean it's protected by copyright.

But Creative Commons is this next layer.

They said, "Hey, I do you want you to use this, but give me credit."

But it is more or less an agreement among a creative community.

Yes.

I also wanted to add about

the Creative Commons sphere thing like it's good to protect yourself but it's also helpful if you're an artist or a designer as a resource because [inaudible] things like that [inaudible] technically the Creative Commons will know [inaudible]. Exactly.

And you can do that with Google image search.

When you go to Google image search, and you go to more options.

You can choose some holistic reading comments options and to see what kind of level is that.

Yes. I was going to add that I don't know maybe it was three or four years ago that we had, at an event like this, we had Creative Commons people here talking about it.

It's really fascinating because if you see- you'll see the little C at the bottom of the document or the image, and you'll know what you can do.

Most creators of idea, whether it's visual or written, they are happy for you to further put out their work but just give them credit for it.

So, it's just a matter of saying,

"That according to Brian Fallon, according to Celia Bayerz," and then you can go on and build on the idea.

So, I mean, if you almost look at it just as intellectual politeness more than anything else,

for the most part [LAUGHTER].

Any other comments on this?

Brian, did you want to talk about it also in terms of just text because I know

we're so focused on- I'm happy

to be focused on the visuals this time around but I didn't know if you-

I think I'd like to do that.

Okay. [LAUGHTER]. All right. Okay. So, there we go.

These table leaders on the last table. [LAUGHTER]

[inaudible] [LAUGHTER].

Sorry. I'm Lina [inaudible].

I'm a Photo major.

I'm here and I shared my table with quite a few majors.

We had International Trade, Marketing,

AMC, and Art History and Museum professions.

So, [inaudible] [LAUGHTER].

Yes. We got a lot of opinions going.

[LAUGHTER].

So, the first thing I wrote down on my little sketch pad,

notepad was a quote from Professor Falon.

He said that everything we build comes from something we have built before.

But I thought it was really interesting and kind of extend our entire conversation.

First, we defined integrity as moral based,

and it's taught and learnt through role models whether be it a professor,

a parent or a peer.

It's kind of knowing your best self and knowing what's right and not cutting corners and having pride in what you do and make your individuality, I guess.

Like everyone else said there's a line between inspiration and cheating or plagiarizing and pushing boundaries or learning from someone.

The line gets so blurred.

There's a lot of subjectivity to it especially with having all the majors at our table.

We found out that in writing we learned that in high school and we learned how to cite things but once you move on to more creative and opinion,

opinionize, I guess is the word, feels,

it's really hard to determine if it's your idea or if

it's just something that you've seen and you're recreating it.

So, I think that we kind of

discussed how at FIT there's a lot of physical things handed out to us.

We know we get a paper when we write

a report on how to plagiarize or not [LAUGHTER] [NOISE].

I want to know who's [inaudible].

How do you cite our sources so we're not plagiarizing,

but when it gets to them more art majors like a lot of you are here,

it's hard to determine,

and I think that we might need a- we've discussed having a seminar perhaps,

like a common, you said common core thing.

Like a first year experience.

Yes.

Kind of seminars.

Kind of seminar maybe in your first year but not like even when you're older
you still need it or at least having a serious conversation,
not just a paper about what is the line and how do you
fix it and where do you determine what's going on there.

We'll see. I don't know really how else to say we guys done a lot.

Also, the library thing,

I don't know how many people knew about that.

So, that should be something that everyone is taught in the seminar,
in the discussion or even if you don't want to have the discussion,
you can hand out that paper may be write that
the library has a little source going on, that would be cute.

But- I don't really know,

I think I've said everything. [LAUGHTER].

A very good question.

When you have your student orientation as a freshman,
does anyone talk to you about-?

So, I just [inaudible].

Yes.

[inaudible]

Yes.

So, that's why-

It wasn't on the agenda.

Yes. It was not on the agenda.

Like [inaudible].

She was talking about [inaudible].

Yes.

I did.

The policy, as well as we can all remember it,
100 percent no tolerance on plagiarism.

It's so vague.

Obviously, what higher institution is like,
"We're okay with plagiarism."

[LAUGHTER] to do that, to waive it in college.

That's obvious. FIT doesn't accept plagiarism,
neither does high school, neither does anything.

It needs to get more specific on what
is plagiarism and I do think that seminar is a really good idea.

It requires students, maybe not orientation because you are overwhelmed,
but within your first year you have to do this.

Especially within your department because it changes from
department to department, what plagiarism is.

Yes. I was going to add that.

I see faculty all the time in my office.

There are some people who like first-time,
that's it, this is going through a discipline board.

Then there are other people that are- "Oh, no.

They don't really understand. I'll give them another chance."

So, the fact that it's not the same from the department, I see- [OVERLAPPING].

I need you to learn about it when you're getting in trouble.

[OVERLAPPING].

That college student's first interaction with that shouldn't be- if you have a seminar, then you could out rate something.

Okay, you went to the seminar,

you know this is not acceptable, or whenever.

But nobody should learn about an academic policy-.

When they get in trouble.

Yes.

I hear you.

I think not in terms of how it's responded,

but in our department,

what plagiarism is- because it's all shapes and it's all textures.

You can't copyright a shape.

You can't copyright a little call design.

We can't copyright any of this stuff.

So, what does it constitute as plagiarism in our department?

It's so vague because the only thing that's truly copyrighted in fashion design are patterns and logos and like physical pattern paper.

But you can take someone's jacket off the rack,

take it home, copy it seam for seam,

and as long as it's your pattern,

it's technically not plagiarism.

You make me think about that exhibit that it

may still be up at the museum [OVERLAPPING] but it's one imitation.

I think I want to build on this because, yes,

we could create kind of a first year experience seminar, right?

But it's not going to get at the nuances that you're getting at.

So, I think it's really important for departments to take

on this conversation and to discuss academic integrity. What are the lines?

Where do they blur? What counts as inspiration

versus what is sort of stepping over that line?

I think one good example that we talked about over here,

is even between different academic disciplines where it's about writing,

something that's common knowledge in economics may

not be common knowledge in composition studies, my field.

So, I may have to cite it,

but in economics maybe they don't have to cite it.

It's interesting.

Things can look a little different in

different places and it's important for us to have these conversations.

Just because the college sets a policy, one policy,

it can't necessarily speak to all of

these different situations that emerge in all of

these creative activities that are going on on this campus.

Whether that creativity be in the form of drawing or writing or speaking,

however it is you present information in the world.

I think it's important for us to allow ourselves to engage in these conversations.

If we don't, students and even faculty themselves are
never going to be able to learn how to teach it and how to talk about it.

So, I think that you're spot on.

What Lauren was saying earlier,

and we discussed this earlier,

was reporting has to be anonymous because we see our apartment constantly.

Our department gossips so bad, it's the worst [OVERLAPPING].

Every department does. [LAUGHTER] [OVERLAPPING].

Every one knows, the minute one thing happened,

one person gets reported,

everyone in the department knows they got reported by

this person and this class or this piece and everyone knows it.

There needs to be a way to kind of like that looks shady and I'm going to

go tell someone and maybe the next one can do it. [OVERLAPPING].

As we're all sitting here wondering what is plagiarism, we don't know either.

So, having to go to,

let's say, the dean, or even your teacher,

and say this is copied when you don't know,

you don't have a resource as much to be like I have

seen something that just looks quite right.

But I can't come out and say for sure this is copying,

but maybe you as the professor can look into it or the department because we do all.

I know with every department it's the same.

We all take the same classes with the same people every semester.

Block scheduling even if not,
there's only two classes off.

So, it puts so much intensity on the person reporting.

You could very well ruin a [OVERLAPPING].

You become a whistle-blower.

Yes.

I'm going to work on way right around there [LAUGHTER].

I think I have a little bit of a different perspective because of my major,
it's art history in the museum profession.

It's really writing intensive.

I really agree with the fact that professors need to take on a role
on being really responsible and always conveying to your students,
specifically for their major, what is plagiarism.

I think I would like to say that my major and
my professors have made it really consistent and with everything.

Every paper we have there's always the same rules.

I found that really helpful for myself.

So, I think having that in other majors, obviously, is needed.

Yes. I would have found it helpful too.

Yes, you do. [LAUGHTER]

One thing I would really like to touch on is I think we focused on how
to prevent other people from stealing our work.

But it would be nice if there was a way,

I don't know, just seminars, through teaching,

through however, to kind of instill to the students to take pride in their work.

So, you're able to actually express ourselves like he mentioned.

I took a course last semester, a business plan.

I had a great business plan but I did not present that. I presented something else.

With that said, [inaudible] for that one I feel like [LAUGHTER].

Unfortunately, that's really what it is.

I wish there was a way,

I don't know how it is possible,

but to kind of encourage students to want

to optimize themselves so they don't feel the need to really want to cheat.

I don't know if there is a way to do that.

But, morals or whatever,

[OVERLAPPING] but to me that's a big thing.

Yes, definitely.

I just wanted to add to this.

In the event that you're taking a class and you

have something and you're uncomfortable with it,

a confidentiality agreement can be signed by everybody in that room.

That way it prevents anybody from utilizing your idea.

So, when you're taking the classrooms, it can be easier.

But I take a lot of online classes and I told

my group and it's like I don't know any of these people. I just know their name.

I don't have any personal connection, unfortunately.

A lot of situations on online courses,

you don't have that and everything you're writing,
everything is published in those classes.

Per say, I can't afford to really-

That's the difference between.

Yes, but I wish it wasn't like that because in YATI,
we're attending a school like this, not transferred in.

When you attend a school like this, it's great to make those type of relationships.

I'd probably skin myself out because there's someone else in my course that
could have helped me pursue further in what I really wanted to expose.

So, that's kind of like give it or take,

but it would be so nice if there was more of

a protected environment overall so you can chew more information.

So, you can do with the confidentiality agreement online prior to the start of the class.

Remember I mentioned Tam?

You should know. I mentioned her name again.

It's Tammy Cupples, C-U-P-P-L-E-S. She's the Director of Online Learning here.

This is her area of expertise on legalities online.

I know she would be delighted to speak with you.

Yes, you were so patient [LAUGHTER].

I work for a company that has something called Open Talk.

So that if you don't feel comfortable going to
your manager or just talking about you with an issue,
any type of issue.

You just call up a line and it's completely anonymous,

you let them know what's going on and it goes directly to upper management.

I feel like we haven't been clear.

I feel like it would have to be something

like that because you don't want to be in the middle of it,

and you don't want just to be involved in it.

But then it should be something that can easily be

reported and something like that is so easy to say.

Even to the center at the school,

if someone's you walking in-.

They'd be like, "What's going on?" [LAUGHTER] [OVERLAPPING].

Yes. They are like, "Oh my God.

I saw so and so walking into the center.

They must be it."

[OVERLAPPING] [LAUGHTER]

I'm also concerned, not just about the back-end when someone's done something unethical,

but what do we do as an institution from the front-end to

help ensure that students or faculty or anyone that we don't go down that road?

There's nothing. I think it's just such a- [OVERLAPPING]

You can't teach people not to- [OVERLAPPING]

You can't make them not talk, is what you are saying. [LAUGHTER]

Yes. If they have really been stealing this

and they are really completely, unfortunately,

there's no way of preventing that.

I don't know about the other departments,

I know for design and for many others,
if you have to submit a portfolio,
there's no way to prove that you actually did that portfolio [OVERLAPPING].
So, that how you get into the school based on a lie and cheating.
So, you get into the school and get away with it, you might keep your- I don't know.
I remember a couple of years ago a major journalist in
the New York Times was caught big time.
I know you were waiting to say something and I just kind of went the other direction.
No. It's kind of being said before,
but I do think that it's going to do to start thinking about it
on the front-end and wondering if it were happening,
why are students doing it.
I hate to bring up a bigger subject,
but is it time related? Do they really have enough time?
Do they feel like they understand how to route through a creative process.
We are all here because we are super creative and I want to do the most original artwork.
Do I have the time to things that think that way?
Do I have the tools to get somewhere I need?
I think that's something that is not taught.
Or at least, I haven't been taught here and seeing that.
Because I do think students really do want to do well
and be creative and be original and be different.
But how do you teach that?
How do you teach that?

When you have six projects all day-.

Yes, the Monday after spring break.

[OVERLAPPING]. I mean, even if you start those things

three weeks earlier, it's still possible.

Yes. We have talked about it before,

more of a communication within departments between professors of due dates,

because that's a big problem too.

They all say you have all spring break to do it. It's not a problem.

Yes, you and every other professor I have

[LAUGHTER] [OVERLAPPING]. So, I don't get spring break.

[OVERLAPPING] like mine is more important to my work [LAUGHTER].

Or might be, where I give you three weeks to do it.

Yes, but mid-terms happen right before spring breaks.

So, I have to do midterms.

The departments don't talk and you so much subdue.

Sometimes you don't want to do,

copy someone else's work, but you're just like, why not. [OVERLAPPING]. Its done.

The people on this table. Two over here.

Yes.

Oh! Come on. [OVERLAPPING] Oh, I'm so sorry.

No. It's okay.

I'm so sorry [LAUGHTER].

I think I was done.

I think. I think I was done.

[LAUGHTER] I'm done.

[APPLAUSE].

Wow. What do we say?

[OVERLAPPING].

I wanted to say, I think having said that,

so it appears that there are different methods and most importantly,

what Institutions can go to perfect is endemic problems.

I have been reading articles and we would

making these probably from the of this table like for example,

foreign students will come from different places and things like-

Exactly.

So probably not confusing, not occurring [inaudible].

So they split these students come in the middle of a very uncomfortable situation.

So what is the approach to [NOISE] pairs?

Well, I'm not very familiar with the [inaudible] because I speak in the [inaudible].

So, I have been reading some articles and most of

the [inaudible] schools, are implementing training.

So that is the best way to give comments.

Or faculty of students.

Whatever you want.

Okay.

Because [inaudible] to mention that this is not an actual students [inaudible] coming.

So I present one person in Colombia.

The student talked to the professor and she explained the idea to the professor.

He said he's not good to put idea and [inaudible] himself. As it all.

So that was [inaudible] and what is cost of [inaudible] anything is always a big problem.

So how do you take care,

there are many approaches.

One of the things I'm very happy to see is that-

[inaudible] feature their responsibility for this is a great culture.

[OVERLAPPING].

[inaudible] design but it's also

good to know that you know as a teacher you have to really understand how to

use that because it's going to play a role as plagiarism [OVERLAPPING].

Basically searches the web for what it is.

It's a software where you submit vapor.

Web worm looks for those words.

Now what Brian is saying is that even if you just take one phrase

it'll fly it because it's not a human being with software.

But the thing that's my opinion

that's better about this and what I understand FIT right before I

got here was that teachers had the ability to take your paper and look at it,

but within blackboard students can also.

So, even if you are not a plagiarist but you think you know I wonder if this you

can check yourself out before you submit it which I think is a much better system.

So, anyway everyone we have one more comment?

Okay. One more comment and then- Yes?

I was just going to say something about what he was

saying as a theme in my Major in Photography.

I mean, I have a lot of assignments that a whole class has it,

like this Shoe Advertisement like everyone should use it.

Sometimes if it's more

conceptualize will be having a critique and the teacher would be like,

'Okay well that concept doesn't work.'

I think that is something that's kind of hard to hear because it's like,

well if my constant doesn't work next time,

I'll try something that you know the

[inaudible] for the teacher's like [OVERLAPPING] I try and it's kind of

hard because it's your style and it's your idea and it's maybe so different

than the teacher's favorite students who's actually [LAUGHTER] I'm sorry.

It's like the parts are here negativity sometimes even pitch just you know friendly.

[OVERLAPPING] It's going to be super quick.

I was thinking like you had mentioned like

first year introduction to anything that you know academic integrity like

a round-table or something rather it wouldn't be more effective if you actually

brought you to Professor kind of training them from class to class.

It repeats and they'll actually understand to be

able to relate that to students because I think if you have a student in its first year,

I mean my second or third just as each class moves forward,

they forget to consent that was taught.

That could be either like internet marketing or whatever it is.

They'll definitely forget that first day [OVERLAPPING] well and so I feel like

if you're not a professor and kind of gave
them a seminar and it could be weaker something
rather I don't know if you are to do that but
I feel like that would be a lot more effective when they had to
repeat that every single semester [OVERLAPPING] [LAUGHTER].

I hear what you're saying.

Yes what would also be nice to your point is too maybe development FIT with there could
be podcasts or videos or something pertaining
to hurt maybe issues like plagiarism intellectual property.

We are students and faculty could have access to that on an as needed basis.

Robert [OVERLAPPING] the library [LAUGHTER].

I mean a lot of it is already on the library's website.

I think doing this kind of work is very difficult because it
requires a kind of cultural shift that this college would
await the immediate need for a lot of issues that
are very complicated complex issues to try to deal with.

[inaudible] But how do

you [inaudible] when everybody is afraid that their ideas [OVERLAPPING]

There are some big issues that need to be sorted through and really
does require a tremendous effort on the part of faculty
and students to be thinking about well what kind of an academic culture do we want to do
it here and how we make these changes?

So, I'd like you all that can be a little favor a very brief survey that I
would like you to just fill out because hopefully will continue to remain to the future.

So what do you have to say or help me very much [inaudible].

[inaudible] comment section?

If you have an idea or a topic that you like to see me address in a form like this [inaudible].

And I guarantee you [inaudible].

So [LAUGHTER] let me just add [inaudible] just turn these in when you are leaving.

Thank you all so much.

[APPLAUSE]