

## Academic Integrity Roundtable, November 2014 Transcript

Hi, my name is Fernando, accessories, and student.

We discussed the academic integrity and what's our policy,  
and how it's really just a one paragraph note on every syllabus,  
but it doesn't really get explained very much further.

So we can discuss and maybe having some class or something  
to that students are required to take that can discuss specifically,  
plagiarism, intellectual property, but then also,  
how you can avoid doing that.

Some of the people from the Writing Studio are saying that they get a lot of  
international students that don't understand  
plagiarism because the cultural difference and a lot of them,  
in their countries, when they take someone else's words,  
it's more of an homage and here it's different.

We consider theft.

So we need to have some education to address that issue.

There's certain databases out there that can help students with citation.

One of the students at our table learned about  
the database and her middle school and she still uses it.

But, having something like that for access for all students here would be really helpful.

But, I think we've pretty much, mostly discussed that,

we need to get everyone on the same page somehow.

This theorem is saying that,

she went through a lot of different trainings to get into the dorms,

and every semester they have to go through a certain training and about drugs, alcohol.

We should probably have something like that for plagiarism.

Just because some students don't really know that they're doing that,

but they don't have the resources readily available to fix the problem.

That forget anything, you think? Really good?

Let's talk about [inaudible]

versus the A and D students.

Oh, yeah, with the art and design,

especially as far as protecting with your designs,

and also noticed that a lot of

our design students are here for a specific trade or program,

and so the Liberal Arts isn't always the most important to them,

so they're not going to really care so much about having that

English paper be the best that it can be because

it's mostly just about getting the work done.

So maybe there could also be discussion of

expectations of your here FIT and this is you're getting a full degree.

So the liberal arts do count.

Really explain the importance of why you're

coming here and why those liberal arts do matter,

and how it can develop you into a better person.

But it's not addressed almost.

Thank you.

[LAUGHTER] Yeah. [APPLAUSE]

Hi, everyone my name is Cameron, FNM major, senior.

I'm also a peer writing consultant at the Writing Studio.

So play both roles with the student and

staff working with students and alleles on type fashion.

Matter table really talked about the fundamental,

the baseline of confidence when writing and how it's important to talk to students in

the beginning and really emphasize the idea of

find your own voice and making that clear in your writing.

So when we talk about that and makes the discussion easier to proceed onto. How to cite?

Why to cite Things like that because when they don't understand why,

especially students coming straight from high school or people in

lower division. It's really not an issue to them.

Just want to get the paper done,

go on and do their own thing, and move on to the next thing.

So when we talk about,

why it's important to cite,

to give credit where credit is due,

and find your own voice.

It helps, when they're moving forward from,

year one to year two,

from lower division to upper division,

and onto grad school or onto working,  
everything is really important.

Yeah, that was the main thing we talked about.

We also talked about as other groups said,  
a citation generators, things like that,  
things that make it easier for people to cite.

The many resources we have like the Writing Studio,  
other academic resources, the library, syllabi,  
say directly on their website,  
of FIT website where you can find information about academic integrity.  
All right..

Is there anything else that I covered?

[LAUGHTER] As a student,  
your responsibility is to really develop and to really understand,  
what do you want to write, it's your responsibility to take your time,  
and that it's okay if you don't start off really  
strong because everyone comes from a different educational background,  
and everyone has different points.  
So really starting from where you're comfortable at and then really moving on.  
So as a professor,  
the ultimate goal when looking at student,  
it's not necessarily like the end result is to see if,  
I feel that it's more important to see where they started and where they ended up to,  
and to see and focused on the world.

So if you like the growth of writing and the growth  
of their improvement is more important than actually the end result.

Anything else? Well, thank you.

[LAUGHTER] [APPLAUSE]

My name is Victoria, and I'm interior design major, seventh semester.

So besides plagiarism with the writing  
and papers that are usually discussed in some of the classes,  
we decided to be focused more on them,  
artwork and design work itself,  
and we've talked about imagery.

Are we supposed to cite and the reference imagery that we use in  
our mood boards or in our design work for our projects.

So we talked about that, what is it?

Are we just getting inspired by  
those images and photographs or are we copying, so what is,  
where is that border between this,  
and also actually at our table,  
every student mentioned that,  
they never actually talked to them in classes  
about that imagery is suppose to be cited as well,  
and the how it's supposed to be a reference and cite it.

We talked about Pinterest,  
how it's a great source because  
every image has a source actually where it is coming from.

So what else?

So one of the professors mentioned that when she was publishing her book and she was going to use an image of a Lemur, she requested the permission from an owner of that image and it was very expensive. So, she decided to the Bronx Zoo and photograph a Lemur.

[LAUGHTER] That's what she used in her book.

Actually, another professor mentioned that when she was looking for a job, when she was just out of school and she brought her sketches to her interview, that employer actually went and copied those sketches and then she sold them in the newspaper.

So, we talked also about, it's very difficult actually this days to protect your work.

Because when you send your portfolios or your documentation electronically, your name can be adjusted very easily with the help of Photoshop.

What else? Is there anything else?

[inaudible]

that this is not just a personal matter because we are part of the institution.

The institution can be sued for inappropriate use of their resources.

If the material was being used internally or lecture or used to pass information, maybe it isn't that dangerous but as soon as something can be published, the school can be sued.

That's why there is integrity, academic integrity policy is established.

Thank you.

[APPLAUSE]

Hello. My name is Nana and I am an ITM major graduating in December.

So we spoke about all of the questions listed on the paper

but I think some of the ones I would like to discuss with

you guys that haven't been said yet is the number

five: special challenges of the research on the websites.

I think we are the generation that really

started integrate our lives into the internet stage.

When you search something nowadays in Google,

there are many things going on with advertising and marketing but most

importantly when we're looking for reliable sources,

it's extremely hard to find them sometimes because first thing we're going to use Google.

When we Google something a lot of advertisements comes

up and a lot of paid banners come up and things

that are financed to be up there for us to be exposed to.

However, how can we know that that is something we're actually looking for,

they're actually relevant to the topic we're searching.

I think in the future, it's going to become a bigger problem but

as of now it's developing into kind of snowballing into

an atmosphere where it's going to be very hard I think eventually to find

an accurate data that is relevant to what we're looking for and

therefore citing it as a credible source.

One of the other things I want to discuss was the over-saturation of data.

Everyone's posting everything now and how do you really find  
the first source who said that idea or who developed that concept?

You read an article somebody posted something on a blog and it's really well-written but  
you understand that the idea that's been put in that article is very universal.

Many people have said the same idea.

So, you don't really know who's  
your first source to go to that would be appropriate to cite.

That's interesting.

Also number four, I think what's our responsibility as students?

Well, I think FIT is special school but I think we're all here to get a lot out of this.

We're all very driven motivated.

Students' responsibility is first of all to give themselves  
back all the work and all the finances and  
time they put into an institutionalized education.

Plagiarism is something that really holds you back.

It doesn't allow you to develop your own ideas  
to strengthen your weaknesses and move forward.

I think if a student makes a conscious choice  
to own their own information and use resources  
available to them in a right way to exceed in  
their own career which is why we're all here to learn and go further.

There will be well [inaudible]

[APPLAUSE].

[OVERLAPPING]



Hi, am Healy, I'm in the Communication Design Department.

Our table focused a lot on a laptop.

It's that a bunch of other tables discuss the difference between business and design.

Designs students a lot of times were required to make mood boards and inspirations, pictures that we pulled from the internet to work for our projects.

I actually had a professor who told us when we're

working on our projects not to look at those,

to look at them beforehand way a little

bit but when you are working not to look at them because you'll

find yourself pulling little details

from them and that's how you start to get in trouble.

And when the business they have to do a lot of writing.

A lot of times you'll find a professors have found kids have

literally taken articles of Wikipedia and put them in their papers.

We talked about there are a lot of new programs that can be used for that.

I know when a bunch of us in high school we used to have

to submit our things online and the program with

directly highlight things that it found on the Internet would

be able to tell the teacher what percentage of the paper was taken from that.

So things like that we thought we could

incorporate especially in classes that everyone has to take.

I think it's EN 121 is English Composition most people have to take.

We think it would be nice if there was a class or two dedicated

to explaining how to properly source what is considered plagiarism,

things that are taken from that.

We also talked about how even though it's only one paragraph in the syllabus.

It is a very well-known thing that FIT has zero tolerance policy.

That's a really important thing especially you have friends that come to you.

It's last minute. I didn't get to do this.

Can I just borrow yours really quickly?

You have to remember that you're giving it to

them for ten minutes but you can get kicked out of school.

You have to explain that to them and sometimes that's hard to be like,

oh, I really can't give this to you.

When we talked about modern technologies also,

things like Google I'm pretty sure in

the Google settings now we talked about they actually have those where you can

click on settings and it will only bring up

pictures that don't have copyrights or have certain copyrights.

[NOISE] There are websites that have,

I can't remember what it was called, but we discussed-

openphoto.net and Creative Commons.

There are websites that have photos that you can take that are okay to be used.

Yeah, I think do we have anything else?

You have to be online [APPLAUSE] [LAUGHTER].

So, I'm Kara, I'm in communication design and I think

the most prevalent relation we had to

copyrighting at our table was really

understanding the severity and what it actually means,

to understand influence in inspiration.

I think a lot of people are afraid and

don't want to exactly admit when they've been inspired because

we're scared that we're not going to be credited for our ideas or designs but we talked

about how we can think deeper about the inspiration and to get our own outcomes from it.

So, when we see influence we can try to

think about their execution and their methods and

their techniques to utilize that to come to our own conclusions.

Then we also discussed we should be

careful as designers that people might want to copy us also.

It's hard to be students because we don't have

as much experience and credibility as people who are already

established in the businesses and such so we should be careful about where we post

and share our finished designs or designs in the making.

We also discussed it's really important to

ask permission for even little things you might not think.

Someone cares so much about and to understand the rules

of copyrighting and patenting and branding and things like that.

And the seriousness of how much the school can get in trouble or it's not even

about trouble just how much someone actually cares about

a design or a piece of work that they put a lot of time and thought into

and I found out in our discussion

that we can get these classes at FIT, International Business Strategy,

and International Law class that will [LAUGHTER] help explain  
all these rules and really make you understand what plagiarism actually is.

We sign a form in the beginning of, I think,  
every class that we are pledging to not copyright,  
other than like, don't look online,  
or sketch more kinds of thing,  
that's kind of all we hear.

I think we just need to keep enforcing that.

Don't just reap things off the internet.[LAUGHTER].

Then we came to a really great conclusion about copying.

I think it's kind of a positive note on such,  
what can be like a negative topic that when people are copying you,  
they're always going to be behind you.

When you're copying someone,  
you're always going to be behind them.

They're going to keep refining and revising and working towards their end goal,  
and we know as designers and artists we never finished,  
and we can always make something better.

We'll never put down a project.

It's always open-ended.

If you're following someone's footsteps right exactly,  
you're just going to be right where they are, a year behind.

So, it's nice to think that if you are motivated by your own goals,  
you'll get to where you wanted to be.

[LAUGHTER]. No one else.

Did I miss anything, my table? Okay.

Yes. [APPLAUSE].

Can we add something?

Yeah.

Well, we just wanted to add that there are two classes actually from the FIT.

[NOISE]. One is International Business Transactions,

and another one is International Law on Fashion Law, also Business Law,

and you get that those are two classes that are offered towards

the teachers as a beginner is how to really protect their work

and make sure that [inaudible].

We probably have one more, International Marketing Research.

International Marketing Research.

Sure. Yes. [OVERLAPPING]

One thing we just talked about is if you can't afford

to copyright anything you

write now if you don't have any money or can't afford to take any classes.

One thing you can do is,

mail your idea to yourself [inaudible]

[LAUGHTER].

[inaudible]

All right. Is that it or?

Say, hey, this is my idea it has a date on it,

so it's just a poor man's copyright.

Yeah, I remember that.

Yeah. [NOISE].

So, okay, this is what I'd like to do right now.

I'm actually going to say, "Tell me for last."

Because I think the question of online,

I was going to say thievery [LAUGHTER] online copyrights

probably going to germinate the most questions.

So, I'm going to hold off,

I thought maybe better.

Premise from the library might have little advice or some comments

and then Adam.

[inaudible]

Sure. Go ahead. Do you want-

maybe I'll let Adam go while you're doing that?

So, you won't be rushed.

Yes.

Okay. So, Adam is from the writing studio and deals with this first hand.

So, I thought you might have a couple of words. [OVERLAPPING]

It's for everyone.

[inaudible]

She's going to be confident.

So, yeah, I'm from the writing studio,

and we see a lot of students that come in very panicked about

issues considering plagiarism and intellectual property.

So, I took some notes while everyone was speaking and the conclusion that I kind of came to which was my assumption before is that, when it comes to these issues there's really no easy answer as much as we'd like there to be, especially in the writing studio.

Which is why I think conversations like this one are so important because we get a lot of different perspectives on what students and what faculty think about these kinds of issues.

So, one kind of theme I noticed while people were talking especially on our table is the idea about expectations and making those very clear.

When it comes to issues of copyright and intellectual property.

So, one example I always like to talk about is a student that came to us and the writing studio last year who was an international student, and she had a letter from somebody very high up in administration saying that she was going to be punished pretty severely for copyright and plagiarism issues.

So, I actually took her aside and sat down with her and figured out very quickly that she didn't even understand the context of this letter.

So, if you can imagine being in that scenario where a student doesn't even know what they did wrong, and you have to define what a professor's expectations are, can be very unclear for a student.

We see this a lot of times with international students.

So, one thing coming from their writing studio that

I would have really recommend is making those expectations very clear as a professor because that's something that when it comes to us at that point, it's very challenging in order to explain those expectations.

So, another thing I wanted to vocalize to the group is something that our Director Ryan Phelan and my self have talked about a lot this semester, is what can we do as the writing studio?

We do a lot of outreach to faculty, we do a lot of outreach to students, but were only two people.

So, we really have to focus our energy on what's going to be most important for you.

Should we be talking to your classes?

Should we be doing more outreach to faculty about these kinds of issues?

And we're really open to any feedback that you have on that.

Because, like I said, there's no easy answers as far as these things go but we would really like to address them as a department in the writing studio.

One thing we mentioned in our group is an article that I like to teach in my classes, my writing classes, from the New York Times called Plagiarism Lines Blur in the Digital Age.

I don't know if you've read this article before but

I think it makes them really important points and arguments about the ways a lot of our students view intellectual property.

If you think about it this way,



a lot of our students are using the internet for things such as downloading music,  
and downloading films, and a lot of media is streamed,  
and remixed through the internet.

So, one thing we have to think about is the ways that  
writing mixes with those different kinds of  
media and making expectations clear about what we expect for those kinds of things.

So, for instance one thing I always ask my classes is,

"Is it wrong for hip-hop artists or folk musicians to sample or use other artists?"

If so, why, if not, why not?

How does that differ when we think about writing and  
the ways we use writing in the 21st century because,  
it can be very complicated.

So, like I said,

I don't think there's any strict or easy answers for these things but,

I think these conversations,

like this one, are very important to hold and to discuss these kinds of things.

Finally, one thing that we talked about one thing I always think about is,  
as a professor and as

a former high school English teacher I haven't had  
any cases where a student plagiarized and it was a malicious thing.

I know those things happen where students panic  
and they want to take things and use them as their own.

Oftentimes I think it's a misunderstanding of expectations or it's  
a situation where students don't understand what they really need to do.

So, I think in classes having these kinds of conversations with students before and they start writing, or before they start reaching researching can be very important. These are the kinds of conversations that we're more than happy to have with faculty and students in the writing studio.

So, I'd really like to put that out there, if you want to come talk to us.

We have a wonderful staff of peer tutors who are well-versed in these kinds of conversations and myself and our Director Ryan Phelan also like to talk to both faculty and students about these kinds of things as well.

Can we make a suggestion?

Maybe our students respond very well to videos since you're [inaudible]

And we've started developing our web presence in our blog a lot more and we'd be happy to consider any specific input you have about that.

Thank you.

I think there's nothing other than [inaudible] that this is not just an issue of writing, that this is as well an issue of design and images and objects.

So I don't know if your writings to them, let's say, is the only product responsible in a way what needs to happen is, and I will say for faculty even more than for students declaring to you that.

You know [OVERLAPPING]

I'm not going to dwell on this

because I wanted to get the other speakers up but I will tell you

keep your eyes open because there's a faculty workshop coming

up on research in the visual world.

And I expect that the library is going to touch on this very soon.

Thank you. [LAUGHTER]

Thank you. [APPLAUSE]

Tommy have a list of it.

Yeah. I'm going to [OVERLAPPING] [LAUGHTER].

Well. I just want to say thank you for

organizing this and thank you to my table

because I really learned a lot from all of you

and it was really interesting.

And so one of the things I've learned is that

the term plagiarism really doesn't mean much of anything to you,

which totally makes sense.

So when we say don't plagiarize it just doesn't mean anything.

And so I appreciate talking

about it with my table because we kind of learned how to put it into the

positive rather than negative of not what

not to do but what you should do and feeling good

about what you're doing and who you are and

putting it out there and that's really what your teachers want to hear about.

Just a little side story briefly that I have

a teenage son and he of course doesn't let me help him whatsoever.

But everyone somehow gets to read one of his papers,

and one time I read a paper and it was so

smooth that I thought I'm sure he probably plagiarized,

I didn't double-check it but I feel like he probably

did and then he gave me a paper recently.

And it was all kind of like I could feel

his thinking in it and I just felt so relieved that here he was

now confident enough that he could be putting his voice there

and that I think is what all your teachers really want to feel as well.

But beyond that this is a great research guide in

the library and each of these tabs has information and I'm

thinking this is not a very enticing name so maybe we'll come up

with a different subheading because it just

sounds really boring but we'll keep the end here.

So you will always be able to find it.

But it's a great way to just click through and it

talks about images and interviews and all kinds of things.

So it's a great place to look.

So I encourage you to look there but I also encourage you to come to the library because

sometimes it's easier to talk about your concerns or like,

where that boundary is?

Was somebody other than your teacher?

And so this is the kind of thing that librarians love to think and talk about it.

So you're welcome anytime.

Thank you [inaudible] [APPLAUSE]

So I said the most dangerous.

[LAUGHTER]

Tell me the head of online learning here at the college.

And you know I think that the development of the web was so

fast that like as a grown person and it has

just changed the way that I did business in my life.

And here were these, everything was available.

You know it's like right there and there's no big sign

that says don't touch or this belongs to me.

I think that probably a majority of research is done this way

and tell me here's first substantial background into the legalities of the web, so-

Well there's so much to talk about

online learning and when you're publishing stuff online.

So there's two things I'll say about that when you're

putting stuff online is link whenever possible.

So rather than pull stuff in and have to worry about whether you've sourced it properly.

You can always just link to your source.

And the other thing is use open sites whenever you can.

If you're looking for images openphoto.net is a great resource.

All government sites, all of their content is free for you to use.

So NASA, government sites you can feel free to use their images anytime.

There are a ton of source as we mentioned Google,

you can find images that way.

I just wanted to also call your attention to this Creative Commons site.

Has anyone used Creative Commons?

This is a great site where you can actually protect your work and put in for, you can apply for it but it's instant.

You protect your work, you publish your work and you say that this is going to be protected by me and rather than a c that is often brought in with copyright it's a cc.

You see the cc up here?

And that will give your work protection as yours but also it will let you share your work if you like.

So you can actually set in your application whether you want people to give attribution which I'm sure you do whenever they use your work and that's a requirement of them using your work.

You can also say that they have to share and share alike meaning that if they use your work they have to also permit sharing of your work also.

And also you can say things like it can't be used for profit.

So it's really an interesting site if you get a chance to check out Creative Commons, MIT has been using it for years all of the courses I worked on a project at MIT called open course ware where we publish all 2,000 MIT courses.

And when we publish them we put these Creative Commons licenses attached to every single course.

So all professors content is covered under the Creative Commons license.

Now will MIT ever go after people

who actually use these for profit or take content, I mean,  
that's a legal issue and certainly that  
could happen but it does give you that protection if you're interested in that.

Are there any other questions or anything about I mean-

Do you just apply [inaudible]

Yeah, there's an online application and you can post your work and-  
[inaudible].

Yeah.

40 bucks.

Are you using the 40 [inaudible].

[inaudible].

Okay, so maybe different licenses that I see.

Yeah, I was going to say that,

I mean for the faculty,

we had the Creative Commons people here doing a workshop,  
a CET workshop about a half a dozen years ago.

And there are actually different levels that you can license your work in.

So it's not a one size fits all license like in some cases like I can just tell  
you that some research I've done with another faculty member here like we  
basically put the kind of license and ours is that you can use it,  
you can't change it.

You use it in its whole,

in its entirety and then you just cite where they got it from.

So it's like for educational purposes and then you can make more stringent licenses.

I don't know this by heart but there are different level licenses that you can use.

And when you have that little cc at the bottom at least it tells people that using it is, well this person has protected it in some capacity.

Right.

It's really a great [OVERLAPPING].

It's a great resource for sure.

And also just to let you know I think someone came out with-

Well, to tell them that to turn it in as-

They didn't say the word [OVERLAPPING].

But you've all heard of we're going to be

moving from Angel to Blackboard as of this summer

and built into the Blackboard system will be this system called Safe Assign

which is just like Turn It In.

So for those of you who are wondering about that

how to check your work for copyright, plagiarism,

you can check it and your professors will have access to that to.

Safe Assign.

Thank you, Terri. [APPLAUSE] [LAUGHTER]