

CLAS Directors of Undergraduate Studies Meeting Notes

February 4, 2022

1. Associate Dean Lang welcomed the DUSs, and especially the new DUSs. A few of them introduced themselves and shared concerns that they are hearing from students in their departments. Those concerns included scholarships; letters of recommendation; concerns about getting sick and how that will affect their grade; inconsistencies in masking in classrooms; summer experiential learning opportunities; and the effects of the pandemic on theatre.
2. Amy Korthank, Senior Associate Director, Academic Support, CLAS Undergraduate Programs, discussed best practices and processes for [undergraduate academic misconduct](#). The Maxient form can be accessed [here](#). The slide deck is being shared via email with DUSs.

Associate Dean Lang encouraged departments to have a discussion of what academic misconduct looks like in their discipline (e.g., very different in writing disciplines than in disciplines that involve lab work and data collection or in performing arts disciplines). Departments are encouraged to develop materials or guidelines within their units that can be shared among instructors for consistency.

As an alternative to Proctorio or Respondus Monitor (which are not supported for students in most CLAS courses), she shared a link with information about [Zoom proctoring](#).

In addition, she encouraged departments and programs to have a discussion with instructors around the use of high-stakes timed assessments. Academic misconduct is more likely to occur in these environments. Instructors should consider a variety of ways to assess students that might draw on reflective prompts, for example. Some instructors changed their assessment practices during the pandemic because of concerns around academic misconduct and trying to proctor online for large enrollment courses. The OTLT Center for Teaching has an [excellent resource guide on administering and thinking through high stakes assessments](#).

CLAS plans to work on additional resources for instructors to use surrounding academic misconduct. There is a brief unit on academic integrity in the new student orientation modules, and instructors should definitely discuss academic misconduct with their students in each class they teach. In the DUS discussion, Indiana University's plagiarism tutorial website for students was shared as a reference and a possible model for CLAS to build on: <https://plagiarism.iu.edu/>.

Associate Dean Christine Getz noted that misconduct committed by graduate students is the purview of the Graduate College. Faculty should feel free to talk informally with Dean Getz if they have questions.

3. Associate Dean Getz thanked DUSs for working with and training Graduate TAs. She encouraged them to contact her or Associate Dean Lang for support or with questions.
4. Amy Korthank shared a new [online reporting form](#) that instructors are encouraged to use to report concerns about students in their classes. Information about appropriate uses of the form can be found on the CLAS [Helping Undergraduate Students in Distress](#) page.
5. Associate Dean Lang encouraged all instructors to report midterm grades so that students can make decisions about dropping classes before the April 4, 2022, deadline. She encouraged those in attendance to review this [January 26 DEO memo](#).
6. Rachel Young, Associate Professor and DUS in the School of Journalism and Mass Communication, asked for ideas for implementing undergraduate mentoring. The goals that Journalism has for expanding their mentoring options include increasing belonging in the department; helping students connect earlier to resources in the department; and connecting students earlier to faculty and maintaining those connections over time. Other departments shared their strategies, which include informal social gatherings, a meeting of majors during the first week of the semester, matching students with alumni, and undergraduate colloquia.

The meeting was adjourned.