

**Academic Integrity Convening
Concurrent Session on Pedagogy and Assessment
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INTRODUCTION AND FRAMEWORK

Today we are going to be looking at several aspects of academic integrity, to include:

- How an *institution* can *create a Culture of Integrity*.
- How *faculty* can *teach* with integrity.
- How *students* can *learn* with integrity.
- How *faculty* can *assess* with integrity.
- How *institutions* can *support faculty* in these integrity-focused endeavors.

As noted in the pre-convening work that you completed with your teams, there are two general approaches to academic integrity: a negative, punitive approach and a more positive, formative, and developmental approach. This convening is focusing on ways to develop and implement a more positive approach to academic integrity.

Let's shift the focus from punitive rule compliance to the more developmental integrity approach.

This may be done if we work to make our institutions into places in which students and faculty work together to build knowledge and skills based upon an integrity framework.

How do we do this --- in other words, how does an institution create a Culture of Integrity?

CULTURE OF INTEGRITY

Some examples of methods by which an institution may create a culture of integrity:

- Involve the entire institutional community (students, faculty, staff, and administrators) in developing the culture of academic integrity; including the foundational philosophy, the policies and procedures, and the activities through which *all members of the institution* can be exposed consistently to that institution's culture.
- Create a "Prevention" not "Prosecution" mentality that encourages students and faculty to work together to determine the consequences of the failure to act in accord with the ethical culture on the campus; these consequences should include opportunities (when appropriate), to educate and rehabilitate students, rather than solely punish them.

Determine if there are certain acts considered by the institutional community to be extremely serious/possibly criminal, versus those that are solely administrative violations of academic integrity, and determine if/when a zero tolerance policy is appropriate.

- Engage students in learning about this culture of integrity throughout their time at the institution by introducing corresponding concepts in the admissions application process, the new student and transfer student orientations, curricular offerings etc., and carrying through to student graduation.

Involve students directly in this culture of integrity by asking them to participate in the formal academic integrity process and to speak to fellow students about the importance of academic integrity, in order to remove the "administration versus student" mentality often associated with academic integrity issues.

- Create an Academic Integrity Committee (consisting of faculty, staff, and students) that produces an annual report on academic integrity available to all faculty, staff, and students.

This annual report should specifically outline the academic integrity process, the policies, and the corresponding penalties for potential violations. In this way, the entire process is transparent, documented, regularly reviewed, and revised (when required).

TEACHING WITH INTEGRITY

From the outset, it is important for instructors to realize that students enter higher education institutions from different countries and cultures, different racial and ethnic backgrounds, and different socioeconomic strata. Students may also be pursuing credentials that involve vastly different professional ethical concerns. As such, each institution must be supported in its development of its own individual approach, and this approach must engage all constituents. Faculty and others should reflect critically on their pedagogical and educational approaches to determine whether they are teaching and otherwise behaving in ways that encourage integrity. It all starts with working intentionally with students to build a sense of community, based upon mutual respect, within the classroom. This can and should be done in online and in face-to-face courses. Some ways to institute a community of integrity include the following:

- Teach students, upon their entry into the institution, what integrity is, why it is good, and how to act with integrity at that institution. Incorporate role play into these sessions so that the material comes alive for the student participants.
- Identify threats to integrity in the teaching and learning process and work to remove them from the teaching-learning process – by talking to faculty about their experiences. In what types of assignments do students plagiarize, cheat, etc.?
- Incorporate small-group discussions of ethics, value, and character development within the curriculum, where possible, so that students may learn from each other and from their instructors.
- Provide co-curricular activities (movies, seminars, community service projects, etc.) that encourage learning about and engaging in ethical behavior
- Model ethical practices for students by working professionally, being respectful to colleagues and students, citing sources for the material one is presenting, etc.
- From the inception of the course, communicate with students about the importance of academic integrity, and address academic integrity issues promptly with both formalized penalties (when required) *and* teachable moments with second chances provided.
- Articulate clearly the expectations for all assignments in order to avoid potential academic integrity issues that originate from a misunderstanding of student obligations.
- Do not assume that all students have been educated on, or have previous experience with, the implementation of appropriate writing, research, or citation methods. Instead, provide students with information (in the course syllabi and throughout the course) as to where this type of academic support may be found at your institution. Then give students opportunities to develop these skills.
- Change assignment topics across semesters and/or sections and make them timely and relevant to current events and critical issues.

LEARNING WITH INTEGRITY

It is important to ensure not only that students are *provided* information about integrity to students but that they are actually *learning* it and understanding the value of incorporating it into their daily lives and their university work. The following approaches may help faculty and others to do this:

- Include student voices frequently in discussions and development of policy, philosophy, and procedures relating to integrity
- Provide relevant and prompt feedback to students when they submit assignments on issues relating to integrity, so that they are continuously progressing in their knowledge
- Encourage learning activities that include experiential education, such as providing moral dilemmas and other problems that need to be solved/resolved
- Provide opportunities for students to have roles in which they lead the way in creating a learning culture with integrity, such as Annie's M.Ed. capstone, which focused on moral development outcomes of students in governance roles
- Offer opportunities to integrate integrity into the curriculum via linking curricular topics with integrity issues that commonly arise. Some examples include pitfalls of research in the field, how ethics works in the field, having integrity represented within the curriculum

ASSESSING WITH INTEGRITY

With the increased availability of cheating sites and other material easily accessible via technology today, coupled with an increasing focus on academic accountability, students face more opportunities and perhaps temptations than ever to cheat. The focus on accountability has led some teachers/professors to administer standardized tests on content, rather than to use their assessments to measure students' critical thinking, collaborative, and other important skills. These latter skills may be evaluated in ways that are interesting and energizing to students and that, in itself, may reduce their likelihood to cheat. With this in mind, we ask that you consider these assessment approaches:

- Do not assess students primarily with regard to rote memorization of content or to finding information and repeating, restating, or otherwise rehashing it
- Instead, develop assessments, including homework, quizzes, exams, papers, and presentations, that enable students to work to showcase critical thinking, collaboration, creativity, and other skills
- Employ group- and self-evaluation assessments on all collaborative assignments to ensure that all group members are contributing an equivalent amount/quality of material and effort
- Provide points within assignments for creativity, critical thinking, etc., and not just for content knowledge.
- Include measurement of integrity on rubrics for assignments, so that students will be exposed to this positive, affirmative idea, rather than to negative terms such as cheating, plagiarizing, etc.
- Offer students alternative ways to demonstrate learning, i.e., through the creation of a blog or a podcast or a video presentation. Allow students to use the modern technology with which they are familiar and which many of them have grown up using.
- Make expectations about how to complete the assignment very clear to students, so that they will not inadvertently cheat
- Change assessments frequently so that students cannot reuse old assessments given to them by roommates and friends, found via online cheating sites, etc.
- Instead of requiring large exams or major papers at the end of the semester, try giving several small tests/quizzes throughout the term, and assign papers that are scaffolded throughout the term so that students do not become overwhelmed. In this way, students have the opportunity to be successful early in the course, and potential academic deficiencies that need to be addressed are identified early in the course.
- Provide more low-stakes, sequential assessments with shorter turnaround times so that students who suffer from procrastination will not experience a high-pressure environment that, they believe, will require them to cheat. This approach will also help students to see how one's work builds upon itself, both in school and in the workforce.
- Make clear to students what the outcomes of the assignments are and how relevant those outcomes are to what students want to know and be able to do

SUPPORTING FACULTY

In order for faculty and others to provide support for students' development in the area of academic integrity, the following resources may be helpful:

- Offer an academic integrity resources webpage with links to the International Center for Academic Integrity (ICAI), to pages discussing/explaining how to teach students to write with integrity, to do research with integrity, to collaborate with integrity, etc.
- Provide faculty development on campus on academic integrity so that faculty and staff may learn about the culture of integrity at their institution
- Provide a special place within the university library or the university faculty development office from which faculty and staff may check out hard copies of materials (books, journals, etc.) on teaching, learning, and assessing with academic integrity.
- Provide incentives from the faculty and staff development budgets to support efforts of individual faculty/staff persons or groups who wish to travel to conferences to learn about academic integrity and then return to campus and give panel presentations on what they've learned
- Issue a request for proposals (RFP) for teams of faculty, staff, and students to collaborate to produce online tutorials, webinars, and quizzes on various aspects of academic integrity. These tools may, then, be used for faculty, staff, and student training and assessment.
- Provide incentives for development of curricular materials that educate students on academic integrity at various levels (introduction, reinforcement, and mastery).
- Reward faculty (through promotion and tenure evaluation process, post-tenure review process, etc.) for incorporating teaching, learning, and assessment approaches that help to instill and/or encourage integrity in students and in faculty.

GROUP ACTIVITY – DISCUSS & SHARE SOLUTIONS

- ☒ Today we have been examining why students commit acts in violation of academic integrity.
 - ☒ Are the reasons educational, economic, sociological, psychological, etc., or is it something more?
 - ☒ We are going to use the remainder of our time together to discuss and share potential solutions.
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We would ask each table/group to do the following:

Please discuss and list below the *top three reasons why your group believes students commit acts in violation of academic integrity* and the *top three corresponding learning and/or assessing solutions* they have either implemented (or would support the implementation of) to prevent it from happening in the future.

When the list is completed, please elect one person from your table who will present your list to the rest of the group.

1.

2.

3.