

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:

- x How an institution can create a Culture of Integrity
- x How faculty can teach with integrity.
- x How students can learn with integrity.
- x How faculty can assess with integrity.
- x 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 plan 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 ~~create~~ create a culture of integrity:

- x 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
- x Create a "Prevention" not "Prosecution" mentality that encourage 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 when a zero tolerance policy is appropriate

- x 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, 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.

- x 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 it requires)

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

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:

- x Include student voices frequently in discussions and development of policy, philosophy, and procedures relating to integrity
- x 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
- x Encourage learning activities that include experiential education, such as providing moral dilemmas and other problems that need to be solved/resolved
- x 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
- x 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 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:

- x Do not assess students primarily with regard to rote memorization of content or to finding information and repeating, restating, or otherwise rehashing it
- x Instead, develop assessments, including homework, quizzes, exams, papers, and presentations, that enable students to work to showcase critical thinking, collaboration, creativity, and other skills
- x 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
- x Provide points within assignments for creativity, critical thinking, etc., and not just for content knowledge.
- x 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.
- x 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.
- x Make expectations about how to complete the assignment very clear to students, so that they will not inadvertently cheat
- x Change assessments frequently so that students cannot reuse old assessments given to them by roommates and friends, found via online cheating sites, etc.
- x Instead of requiring large exams or major papers at the end of the semester, give 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 potentially

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:

- x 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.
- x Provide faculty development on campus on academic integrity so that faculty and staff may learn about the culture of integrity at their institution
- x 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.
- x 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
- x 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.
- x Provide incentives for development of curricular materials that educate students on academic integrity at various levels (introduction, reinforcement, and mastery).
- x Reward faculty (through promotion and tenure evaluation processes, peer 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.