




# Emphasizing Academic Integrity in Every Classroom

## **Emphasizing Academic Integrity in Every Classroom**



New tools have created countless ways for students to cheat – and growing academic and socio-economic pressures have created more reasons for them to do so. Join a panel of experts for a conversation about mitigating cheating by fostering strong academic integrity in your courses.

# Zoom Webinar



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Q&A

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# Agenda

- Lightning Presentations
- Panel Discussion
- Q&A

# Meet the Panelists



**Camilla Roberts**

Director, Honor and Integrity System

Kansas State University

President, International Center for Academic Integrity



**Cindy Albert**

Associate Director, Center for Excellence in Teaching and Learning

University of Wisconsin-Eau Claire



**Timothy C. Powers**

Chief of Staff, Office of the Provost and Executive Vice President

Former Director, Aggie Honor System Office

Texas A&M University

# Why Does Academic Integrity Even Matter?

Camilla J. Roberts

Director, Kansas State University Honor & Integrity System

President, International Center for Academic Integrity

# From International Center for Academic Integrity

**Academic Integrity:** a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage.

From these values flow principles of behavior that enable academic communities to translate ideals into action.

## **Why it's important:**

Higher education and society benefit when colleges and universities have standards of integrity that provide the foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship.

## **“prepare students for responsible citizenship”**

- Kansas State University - “The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community.”
- Texas A&M University – “...prepares students to assume roles in leadership, responsibility and service to society.”
- University of Wisconsin Eau Claire – “We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.”



# Holistic Student Perspective

- Theories of Student Development
  - Developing Integrity – Chickering and Reisser's Seven Vectors of Student Development (1993)
  - Theories of Moral Development – Kohlberg (1958) and Gilligan (1977)
- What causes the chaos in development?
  - Stress
  - Pressure
  - Confusion

*And these are the same things that can cause a student to be academically dishonest (and the same things that occurred during the pandemic!)*

# Making the shift to mold students

- Understand where students are
- Understand challenge and support of students
- Be the teacher

# **Academic Integrity: why students cheat and what you can do about it**

Cindy Albert

Associate Director, Center for Excellence in Teaching and Learning

University of Wisconsin – Eau Claire

# OPPORTUNITY

A silhouette of a person stands with hands on hips, looking up at the word 'OPPORTUNITY'. A bright beam of light originates from the letter 'U' and shines down onto the person, creating a path of light on the floor.

Students say **“It’s easier to cheat when....”**

Too much time...  
Same Questions...  
Question Banks...  
Searchable  
Questions...  
Multiple Attempts...

# Be Proactive to Encourage Academic Integrity

## Integrity Standards

- Create and support integrity standards in your classroom.

## Types of Assessments

- Be intentional about the types of high stakes assessments you use.

## Practice

- Offer practice and formative assessments with feedback.

## Connect

- Use questions that are personal, related to students' careers, or specific activities done in class.

## High level questions

- If using exams, use the LMS settings & higher-level questions.

Students say **“This is what we hear and experience everyday...”**



The words "CHEATING CULTURE" are written in large, bold, red capital letters. Small black stick figures are integrated into the letters, performing various cheating actions: using a calculator, looking at a cheat sheet, using a phone, and other dishonest behaviors.

Everyone cheats... Disadvantage... Our generation shares everything... “use professional words”...

# Be Proactive to Encourage Academic Integrity

Talk	Have a conversation with your students about cheating
Trust	Build trust with your students
Why	Be explicit about the requirements for activities, assignments, assessments
Contract	Use a contract that students sign, have a conversation about why you are asking them to sign it.
Set up	Set students up for success.

Students say “**We are struggling with...**”



Mental health... Lack of time to take care of ourselves... Financial... Family & Relationships... Belonging & Confidence...



# **Be Proactive to Encourage Academic Integrity**

Use the syllabus and class time to remind students about the services available on campus.

Encourage healthy behaviors with your students:

- written and spoken words
- course policies
- course design and schedule

## Students say “**Please don’t assume we all know...**”

- What plagiarism is and what you value in class
- The connection between an assignment or reading and why it is important
- What quality looks like for each assignment
- Why effort doesn't necessarily equal achievement
- How best to study for your class
- The amount of time needed to learn new things
- Why learning is so hard in your class
- What the letter grades you use mean
- How your examples and stories fit with what we are supposed to do



## **Be Proactive to Encourage Academic Integrity**

Be explicit about how to prepare for class: What you would do to study, take notes, use course materials, and how much time it takes to learn.

Tell students WHY:

They should attend class (from their point of view). Your grading criteria & assignments are specifically chosen to mimic their career to help them succeed.

# What to do when it happens anyway?

Timothy C. Powers

Chief of Staff, Office of the Provost, Texas A&M University

Former Director, Aggie Honor System Office

# Faculty encountering academic misconduct

- Faculty overwhelmingly want students to learn
- Perceived administrative burden overlaid onto academic freedom
- Institutional and student perspective vs classroom perspective
- Student rights and responsibilities

# Administration supporting large incidents

- Streamline and encourage student self-reporting mechanisms with clear outcomes
- Capture efficiencies when possible that still allow student privacy
- Engage the media, appropriately

Case Studies: <https://aggiehonor.tamu.edu/Case-Studies>



# Q&A

**The following slides include a selection of typed responses to webinar attendees' questions.**

## Questions from the audience

Q: Any suggestions on how to question students about their work when you suspect misconduct? I feel really challenged by this sort of “interrogation.”

A: Be very clear about what you are seeing and ask them to try to explain it. Depending on your institution, you may be able to pass along to an academic integrity office to have those conversations. - Camilla Roberts

Q: When assisting another faculty member with scoring and you find “cheating” occurring, how can you present it to the instructor tactfully?

A: Relaying observations in these situations has been helpful in my experience. Instead of levying accusations against a student of academic misconduct, we recommend that peer faculty and TAs flag things that stick out to them as anomalies and start a conversation.  
- Timothy C. Powers



## Questions from the audience

Q: What are everyone's thoughts regarding online proctoring systems such as Proctorio? Does this really work to prevent cheating?

A: I have no experience with Proctorio, but I think that the general feeling universally is that any system is defeatable. - Timothy C. Powers

Q: Is there an "international" standard for what type of cheating warrants reporting?

A: There is not a standard, at most institutions, we want students to be reported to see if there is a pattern. For my institution, the change between students can be in the sanctioning. So the sanctions can be less severe for minor violations but what severe for more severe violations. - Camilla Roberts

## Questions from the audience

Q: I teach large 200+ biology lecture so I am limited to using multiple choice formative and summative assessments. In class, I use clicker technology to keep students engaged and participating. On exams I create multiple version and randomize the questions. Should a student who clicks in a clicker question during a class poll for another student during a class poll be treated the same as a student who cheats on an exam?

A: Our philosophy was always report the behavior and address it within the bounds of the system. If it is the student's first violation in our system, then faculty control the sanctions. If it is the student's second violation, then the system (Honor Council) assigns the sanction. Cheating is cheating. Sanctions can consider the weight of the assignment. Intent, motivation can all be considered. - Timothy C. Powers



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available for this webinar.**



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