

## **2011 Academic Integrity Task Force Summary**

### **FACULTY SUGGESTIONS FOR SUCCESS\*\***

#### **Themes from Faculty Comments and Interviews:**

- I. Creating Classroom Culture and Expectations**
- II. Preventing/Minimizing Academic Misconduct**
- III. Identifying Academic Misconduct**
- IV. Consequences of Academic Misconduct**

#### **I. Creating Classroom Culture and Expectations/Shaping Student Behavior**

1. Use class discussion or chat sessions setting expectations for course, values, and explaining plagiarism and cheating; let students know you value honesty
2. Include policy and consequences for misconduct in syllabus
3. Maintain communication/upfront discussion about repercussions/clarification throughout the course
4. Explain scientific writing and citation requirements; provide explicit lessons/practice in professional writing (synthesizing sources, citation behavior)
5. Make repeated reference to integrity, reinforcing concept and honesty policy prior to each assignment/exam
6. Talk to students about pedagogical reasons for not cheating and use supplemental material to educate (e.g. Misuse of Sources, web links to avoiding plagiarism guides; Student Affairs Academic Dishonesty video) - they learn more, could test knowledge or require certain pass rate for content
7. Learn students' names
8. Encourage students to sign the UF honor code
9. Address faculty dishonesty
10. Meet with students suspected of misunderstanding expectations
11. Let students know you are available to help
12. Announce success in catching students who cheat
13. Invite student who plagiarized in the course in the past to provide personal examples/discuss consequences of plagiarism with students

#### **II. Preventing or Minimizing Academic Misconduct on Exams and Assignments**

##### **A. General Exam Management**

- a. Use proctors and TA's to monitor potential cheating
- b. Professor personally proctors examinations
- c. Use different test forms
- d. Separate students
- e. Change exams/test problems each semester
- f. Use computer centers/electronic surveillance for exams
- g. Relocate students suspected of cheating near professor, other room
- h. Use essay rather than multiple choice-type exams as make-up exams

- i. Use essay or brief answer exams requiring personal opinions and views or application to lessen potential for academic misconduct; structure exams for quality of thought
- j. No backpacks, hats, or cell phones
- k. Place Honor Code on all exams
- l. Protect/do not return exams to students
- m. Use controlled exams, not take home exams
- n. Small group exams or large room for students to spread out
- o. Provide unique, essay-based take-home exams, keyed to course readings, for each iteration of the course
- p. Use different colored paper for exam
- q. Allow note card during exam in order to “level the playing field”
- r. Use open book tests
- s. Stay abreast of techniques students use to cheat
- t. Make students use the same calculator; some students try to program formulas and definitions into calculators
- u. Clip exam to answer sheet and have student sign

**B. On-line Course Exam Delivery**

- a. Create list of approved proctors or have credential review standards for individual proctors
- b. Require student verification process via proctor
- c. Set quizzes/tests for certain length of time; give enough questions to fill up allotted time (less time for students to look up answers)
- d. Use regional test sites if possible
- e. Format on-line test questions such that student is given incorrect answer if using search engines
- f. Use scantrons in class instead of E-Learning/Sakai quizzes
- g. Use randomized question bank and randomized answer choices
- h. Use monitored computer labs
- i. Administer exams in oral format over the phone, Skype, computer
- j. Have students sign Honor Code

**C. General Assignment Management**

1. Explain citation requirements or other issues impacting academic conduct before every assignment
2. Require students to use a plagiarism detection software system; use it as a learning tool
3. Assign a unique or different topic to each student
4. Limit weight of assignments completed outside of class; no outside writing assignments that count much towards grade
5. If assignments aren't controlled, use assignments as formative and not summative; encourage collaborative learning among students
6. Vary written work so papers are not reused
7. Remind students they are still accountable for their own work even though collaborative learning (or study groups for homework) among students is encouraged
8. Use homework problems from texts other than the class text (no solution manuals); use nonstandardized written assignments
9. Use written assignments based on personal experiences and reflection; explore quality of thought about a subject

10. Break assignments into smaller pieces (making it time consuming for students to copy or purchase another's work)
11. Tailor required written responses to specific problem being solved-randomized distribution of problems—assignments do not have specific answers but require deep understanding of material unlikely to be accessed and/or extracted from interpretations existing outside the thought-problem processes of the courses
12. Learn current plagiarism techniques utilized by students

#### **D. Specific Suggestions for Paper Management**

1. Allow multiple drafts of papers - e.g. students submit detailed topic information and preliminary research prior to writing first draft, submit detailed first draft prior to finishing paper
2. Have students select and commit to paper topic early, turn in references early
3. Require students to develop original paper topics based on class discussion; assign short, informal response papers earlier in semester to familiarize self about students' writing for when they turn in mid-term and final papers
4. Include process tasks in assignments so instructor can see how students approach and develop final projects; include self-assessments or direct observation of design and implementation
5. Use projects and term papers not available off the web—highly specific to subject discussions in class

### **III. Identifying Academic Misconduct**

1. Use Turnitin.com
2. Use TA's to inspect work for collusion
3. Follow UF procedures to discuss suspected incident with student
4. Google parts of papers such as suspicious phrases
5. If student's writing pattern changes, scrutinize for plagiarized work
6. Use available video or scrutinize improvement if student's performance changes significantly
7. Keep records because student may become a repeat offender

### **IV. Consequences of Academic Misconduct**

1. Make students aware and hold them accountable; enforce sanctions
2. Follow through with UF policies and procedures and recommended sanctions
3. Tell students if anyone exhibits academic misconduct, professor will have the student reported to the University, DSO and sanctioned
4. Invite students found to have plagiarized to discuss consequences with other classes

\*\*Summary of faculty suggestions from the Academic Integrity Task Force faculty survey and focus groups