“Academic honesty and integrity are fundamental values of the University. Students commit to holding themselves and their peers to the high standard of honor required by the Student Honor Code.”

UF Orange Book (Student Honor Code)
UF Partnership with the International Center for Academic Integrity (ICAI)
• Gain insight into faculty members’ behaviors, attitudes, and beliefs around academic integrity.

• Correlate with data from ICAI Student Survey.

• Use results to enhance policies and practices at UF to help remove impediments to student learning.

• Raise awareness of resources available to faculty through the Center for Teaching Excellence.
Faculty Observations of Academic Integrity Violations

- **NEVER**: 52.50%
- **ONCE**: 10.80%
- **2-4 TIMES**: 15.80%
- **5-10 TIMES**: 13.30%
- **11 OR MORE TIMES**: 2.50%
- **N/A**: 13.30%

OCTOBER 2023 | 312 RESPONDENTS
What particular safeguards, if any, do you employ to encourage integrity and reduce cheating in your course(s)?

- Provide information about cheating (academic integrity breaches) in course documents (e.g. syllabus, assignment sheet) - 78.80%
- Discuss my views about importance of integrity with students - 61.90%
- Rewrite exams or major assignments such as term papers regularly (e.g. by changing exam content and/or question formats, creating lists of paper topics, allowing...) - 58.40%
- Remind students periodically about their obligations under my institution's policy - 53.10%
- Redesign aspects of my courses regularly (e.g. by building in frequent lower stakes assessments rather than using a few cumulative, higher stakes exams) - 49.60%
- Closely monitor students while taking a test or exam (either in-person or online, using Zoom, a proctoring service, a lockdown browser, or similar) - 49.60%
- Distribute different versions of the same exam - 24.80%
- Other - 18.60%
- Scaffold interaction with teaching assistants, peer mentors, or other instructional personnel (such as research librarians or writing coaches) as part of assignment... - 16.80%
- None, I do not use any particular safeguards in my course - 5.30%
If you have ignored a case of potential cheating (academic integrity breach) in one of your courses, which if any of the following factors influenced your decision?

- Lack of evidence or proof: 76.60%
- Not enough time to deal with it: 23.40%
- Didn’t want to deal with it; system too bureaucratic: 21.30%
- Lack of support from administration: 21.30%
- Consequences for student(s) would be too harsh: 17.00%
- Other: 10.60%
- Cheating (academic integrity breach) was trivial or not serious: 10.60%
- Policy is too punitive: system is not educative enough: 8.50%
During the last 12 months, please indicate approximately how often, if ever, you have observed a student using an AI tool to compose or paraphrase all or part of an academic assignment.

- **NEVER**: 60.70%
- **ONCE**: 10.70%
- **2-4 TIMES**: 18.00%
- **5-10 TIMES**: 5.70%
- **11 OR MORE TIMES**: 2.50%
- **N/A**: 3%
For the assignment(s) in which they used an artificial intelligence tool, was their use of the tool (select all that are true).

- Banned by my own course and/or assignment policy: 34.60%
- Permitted: 26.90%
- Rules about the tool weren't specified by my university's policy: 23.40%
- Rules about the tool weren't specified by my own course and/or assignment policy: 21.30%
- Discouraged: 19.20%
- Banned by my university's policy: 11.50%
- Required: 3.80%
Center for Teaching Excellence
RESOURCES

Alternative Assessments

Resource Library

Syllabus Statement Examples

Tips for Discussing Academic Integrity
As a student, I would NOT consider the following an example of academic dishonesty?

- Copying homework from a friend who said it’s okay.
- Submitting a paper you purchased online as your own work.
- Using Coursology to complete an assignment.
- Collaborating with classmates on a group project as instructed by the teacher.
Passport to Great Teaching Workshops

Passport to Great Teaching is a professional development program that lets you choose which path to travel as you earn teaching certificates.

Elevate

This initiative will help faculty create a customized trajectory for professional development, focusing on growth in areas they have identified through self-reflection. Elevate promotes best practices and research-based strategies that faculty can quickly incorporate into their teaching practice.

FYFTA

First Year Faculty Teaching Academy (FYFTA) - Learn how to create a great learning experience for your students while saving time and frustration; we invite faculty in their first few years of teaching at UF to adapt and use the strategies that are right for them.

CTE Consultations

Do you have an outside-of-the-box challenge that needs an outside-of-the-box solution? The CTE team can help!
University-Wide Resources
Artificial Intelligence

Fundamentals of AI

1-hr | Snapshot of AI - This course first provides an introduction to Artificial Intelligence and explores the importance of the technology. It then covers machine learning and the types of machine learning.

4-hr | Survey of AI - An overview of Artificial Intelligence (AI), approaching the concept from its origins to expectations for the future. The course will focus on various AI technologies, how to build Machine Learning models, and how to apply AI tools to solve real-world problems.

Ethics of AI

1-hr | A Brief Introduction to the Ethics of AI - A Brief Introduction to the Ethics of AI provides a framework for identifying and navigating some of the ethical issues arising from AI applications. By the end of the course, you will have a basic understanding of the ethical ramifications of AI applications.

4-hr | Introduction to the Ethics of AI - Introduction to the Ethics of AI provides a framework for identifying and navigating some of the ethical issues arising from AI applications.

Access the 4-hr training for free with uffaculty4hour
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