Shifting the Conversation from Punitive to Instructive:
New Ways of Thinking About Academic Integrity

The 2013-14 Academic Integrity Task Force:

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Where This Came From

Resolution 13.05 (S13):

"Resolved, That the Academic Senate for California Community Colleges reinitiate its effort to review and, where appropriate, draft language to revise Title 5 regulations to allow for the failure of students for egregious acts of academic dishonesty while also protecting all students' rights to due process."

Quick Background

- Chancellor's Office legal opinion L 95-31 "limit[ing] the ability of local faculty to fail a student for a single incident of academic dishonesty" issued by Ralph Black, then General Legal Counsel.

- Confirmed in 2007 by Steve Bruckman, then General Legal Counsel for the Chancellor's Office.

- Resolution 14.01 (S08), which called for a group to revisit this decision, followed by a Rostrum article which argued that it was too soon to bring forward a challenge and that due process trumped the faculty's rights to grading.

Fall 2013 Session

- Breakout held on issues surrounding academic integrity and faculty concerns.

- Movement at several colleges of shifting the conversation away from the punitive and instead focusing on emphasizing integrity.

- International Center on Academic Integrity (ICAI) conference in March 2014.

Institutional Support

Campus-wide Dialogue & Policy
- Meet with groups of students, staff, faculty, and administrators to discuss academic integrity.
- Create policy to articulate faculty and student responsibilities.

Integrity Culture
- Create of a culture of academic integrity to support students, faculty, and staff.

A New Narrative
- Consciously change the narrative from punitive to instructive.
- Focus discussions on the *benefits* and *values* of "honesty" and "responsibility" rather than the *punishments* for "cheating."

Websites
- Make information on academic integrity available on the campus website, library website, department websites, and course websites.

Student and Faculty Orientations
- Address academic integrity at orientation programs and events.

Distance Education
- Secure student logins and passwords.

Student Responsibilities

- Involve students in all discussions so that buy-in happens at the very beginning.
- Give students responsibility for creating and maintaining a campus-wide integrity system.
- Create an Integrity Council (students become peer educators, review misconduct cases, etc.)
- Integrate integrity into orientation for new student body officers, senators, etc.

Curriculum and Instruction

Academic Integrity Policy

- Define the concept of integrity: honesty and responsibility in coursework and scholarship.

- Discuss policy early in the course.

- State expectations for students and explain what they should expect from you.

- Include a statement in the syllabus encouraging integrity.

- Include the campus academic integrity statement and provide a link to campus policies.

Integrity Culture

- Empower students to build a culture of integrity by asking for their input on how to create a community of integrity in their course.

- Require students to read and sign an agreement to the campus academic integrity policy.

- Ask students to explain the value of such a policy in assignments or discussions.

- Discuss why integrity matters in the workplace and professional world.

In The Classroom

- Define misconduct: any act which improperly affects the evaluation of academic performance or achievement

- Create assignments and activities in which collaboration is essential. Discuss the difference between collaboration and cheating.

- Create assignments on research skills. Work with library staff to prepare materials on research skills and plagiarism.

- Require students to annotate their references.

- Require students to write and post responses to their reading assignments.

In The Classroom

- Include a case study about ethics and integrity within the course.
- State expectations for the time needed to complete each assignment.
- Include links to information on plagiarism, self-tests, and examples.
- Include information about the library, writing center, and other support services.
- State whether you will use a plagiarism detection service.

Possible Tools for Classroom Use

Tests
- Create different tests for each iteration of the course.
- Randomize the order of answers for test questions.
- Require forced completion of online exams so students cannot re-enter a test.
- Set a short window for testing completion.
- Password protect tests.
- Proctor test sites where appropriate.

Assignments that Encourage Integrity
- Essays and papers
- Discussions
- Problem solving
- Cumulative assignments: students turn in parts of a project throughout the semester
- Open-book tests

Variety
- Provide rubrics detailing criteria and explain how assignments will be graded.
- Vary assignments and assessment strategies.
- Variety could include: quizzes and exams (multiple choice and essay), short and long papers, tests, discussions, research papers, etc.

Outside the Classroom

- Incorporate academic integrity strategies into trainings.
- Publish academic integrity strategies and policies in faculty handbook and websites.
- Publish guidelines for handling and reporting misconduct.
- Departments can choose a liaison to support faculty around issues related to academic integrity.
- Train and support faculty use of detection services, such as Turnitin.
- Explain the consequences and repercussions to all: Students may fail an assignment or a course; lose a scholarship or financial aid; and/or or get expelled from a college. Professionals may lose their reputation, license, and/or the ability to participate in their field.

How Re-Framing Worked At One College

- Faculty approached the Academic Senate in 2011 to ask about using the "Honor Code" committee to begin discussions about integrity campus wide.

- Met with students, staff, and administrators to talk about how best to create a culture of integrity on the campus.

- Discussion also included professionalism and best practices for faculty and students.

Our Old Honor Code

As a student at Foothill College, you join a community of scholars who are committed to excellence in the teaching and learning process.

We assume that students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously.

When students are caught cheating or plagiarizing, a process is begun that may result in severe consequences.

It is vitally important to your academic success that you know what constitutes academic dishonesty at Foothill College.

So What Did We Do?

- Faculty, staff, and students started researching models for academic integrity and ways to change the conversation.

- Tasked a group of faculty, staff, and students to create a new policy of Academic Integrity.

- Brought the draft document to every constituent group on campus, including all administrators.

The New First Paragraph

- Academic integrity means honesty and responsibility in scholarship. Unless collaboration is explicitly authorized, all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent.

What Has Changed?

- Episodes of academic dishonesty are down over 60%.
- Only one expulsion this year for academic integrity violations (last 4 years = over 20 total).
- Fewer complaints from faculty about issues of integrity violations.
- And, we won an award!

"It's not cheating, it's crowdsourcing."

Resources

- California Community Colleges Chancellor's Office. (2013). *Distance Education Report*. Sacramento, CA.

- McNabb, L., & Olmstead, A. (2009). Communities of integrity in online courses: faculty member beliefs and strategies. *Journal of Online Learning and Teaching*, 5(2), 208-221. Retrieved from http://jolt.merlot.org/vol5no2/mcnabb_0609.htm.

- The University of Oklahoma. (2014). A student's guide to academic integrity at The University of Oklahoma. Retrieved from http://integrity.ou.edu/students_guide.html.

- The Indiana University website: https://www.indiana.edu/~istd/

- Foothill College: http://foothill.edu/services/honor.php

Discussion / Questions