

Faculty Academic Integrity Guide

Faculty role in Encouraging Academic Integrity

All LSA Community members have a responsibility to promote academic integrity at the University of Michigan. Faculty members have an important role in furthering our culture of integrity in the classroom, whether it be face-to-face, hybrid, or online. We know that most individuals do not enter a course intending to commit misconduct. Rather, they find themselves struggling with time management, are anxious about class performance, dealing with a personal crisis, or don't understand course expectations – and make a poor decision (Brimble, 2016). Research (Lang, 2013a; Bertram Gallant & Stephens, 2020) also suggests that harsh sanctions do not deter students from committing academic misconduct. Instead, we encourage faculty to move away from a focus on deterring cheating and instead focus on promoting integrity.

Faculty have an exciting opportunity to support a climate of integrity by not only discussing integrity in their courses – but also set up their courses and assessments so that they do not lend themselves to misconduct. Every element of a course (from the syllabus and first class session to various assessments and course activities) can impact a student's understanding of integrity. Below we will outline several strategies to promote academic integrity in your courses. How you design your and assessments can improve academic integrity. What is essential is regular and consistent communication regarding expectations and resources.

Faculty also play another important role in promoting academic integrity by confronting situations of academic misconduct and reporting them to the Office of Student Academic Affairs (SAA). Regardless of how a situation of misconduct is addressed, it is important to report because:

- The student may have committed misconduct in another course. If misconduct is not reported this pattern of behavior may continue.
- Reporting allows the College to send a consistent message to students that academic integrity is important. We can review what transpired with the student and discuss strategies and resources that may be beneficial to utilize and deploy in the future.
- Reporting also allows the College to track cases and have more accurate data – this is important for our office to gain a better understanding of issues and how to help faculty and students both now and in the future.

Strategies for Employing Academic Integrity

We know that students who feel connected, supported, and encouraged are less likely to engage in academic misconduct (Lang, 2013a). We also know that students who feel more comfortable with course material are also less likely to cheat (Bertram Gallant, 2017) – there is a very strong connection between learning and academic integrity. It's important that instructors design their courses and assessments to reduce opportunities for academic misconduct.

General Strategies

- Discuss what academic integrity means in your course. Let students know why academic integrity is important to you and your discipline.
 - We've developed an [In-Class Activity for Faculty Related to Academic Integrity](#) to help with the discussion.
- Model academic integrity by citing sources in your lectures and presentations.
- Give students a “roadmap to success” that lets them know what is typically required to do well in the course (i.e. how much time should be spent reading the text, completing homework, what resources students should utilize).
- Develop relationships with your students – take an interest in their lives, even if only collectively. The experiences of college students today are quite different from previous generations. Communication is radically different. Acknowledge that.
- Be Accessible!!! Provide students with a variety of means to reach out to you. This is especially important during assessments. Can students reach you or your graduate student instructors (GSIs) via chat during an exam? What if they have a question while working on a paper? Be sure that you are accessible and allow students multiple options throughout the semester to communicate with you.
- Be Flexible!!! The most effective means of reducing academic misconduct involves flexibility. A one-day extension for a student managing a personal crisis could be the difference between academic misconduct and well-done paper.

Syllabus Related Strategies

- Include a statement on your syllabus about the [LSA Community Expectations Regarding Academic Integrity](#) and outline the importance of integrity in your particular course/discipline.
- Make space for clear guidelines on what constitutes misconduct in your class and possible sanctions. Provide specific examples when able.
 - Provide clear guidelines on what constitutes acceptable collaboration and sharing of work – and what does not.
- Incorporate expectations regarding source use and citations
 - If you are using a plagiarism detection service, indicate that on your syllabus and the outcomes if plagiarism is discovered.
- State expectations for the time needed to complete coursework.

Assessment-related Strategies

- Allow students opportunities to explore and take risks in your course.
 - Consider offering several assessments and opportunities for students to earn a grade. Lowering the stakes of individual assessments reduces the likelihood of cheating. In courses with infrequent and high stakes assessments, there is a greater pressure for students to cheat.
 - Offer assessments and graded components regularly. Infrequent assessments lead to “cramming” rather than regularly engaging with course material. If

students are frequently given quizzes, for example, they are regularly being asked to learn the material and will have an overall better understanding for exams.

- Be clear about how assessments in the course are relevant. Remember that presentation is important! Explain how each assessment or activity is connected to specific course goals and why it's important. If students view a course activity as "busywork" they may be more inclined to cheat.
- For each assessment offer a class discussion on what constitutes misconduct for that particular assessment. Ask students to come up with different scenarios that may be considered cheating in relation to the assessment and then talk through them as a class.
- Use different assignment topics each term. Develop unique and application-based assignments (i.e. [Authentic Assessment](#))
- Define terms you use in your assessments. Don't assume students understand terms like "thesis statement," "scholarly journal," and "primary source" and what they mean.
- Incorporate information on relevant support services (e.g. the Sweetland Writing Center or the Physics Help Room).
- Let students know how to best reach out to you if they need help completing an assessment.

Exams

- Use low-stakes exams to reduce anxiety and pressure on individual assessments. Provide students with self-checks and practice exams so they have a better understanding of what to expect on exams.
- Create new exams each semester with multiple versions that can be distributed each exam.
- Include a policy on cell phone use, notes, etc... on the exam and discuss with the classroom as a whole beforehand.
- If an exam is open book/open note, define what you mean by "open".

Papers

- Offer a series of due dates for the paper (e.g. outline, rough draft, and final paper). This ensures that students are engaged with the assessment instead of waiting until the last minute. It also allows you to address concerns early on and provide feedback and encouragement.
- Don't assume that students know what plagiarism and misattribution are. Don't assume that they know how to appropriately paraphrase and cite. Provide examples of both plagiarism and proper citations.
- Let students know where they can get help with both researching and writing their papers.

Group Work

Collaboration is an important approach to learning that allows students to actively learn from one another. However it can often be difficult for students to understand the difference between appropriate and inappropriate collaboration.

- Clearly identify how much collaboration, if any, is allowed for each assessment.
- Clarify your expectations – give examples of what appropriate and inappropriate collaboration looks like for specific assignments.
- Encourage collaboration on activities that lend themselves to group work. Students are collaborators and learn a great deal working with one another – try to incorporate collaboration into assessments.

Promoting Academic Integrity in the Online Classroom

The recent inclusion of remote learning has intensified the stressors that are linked to academic misconduct. Students may feel less engaged with members of the academic community, especially faculty. Students who feel less engaged, less supported, and have greater stress and anxiety are more likely to commit academic misconduct. As such, it isn't surprising that faculty have concerns about higher levels of academic misconduct in online courses. Research (McCabe, 2005; Harris et al, 2019) on misconduct, however, indicates that students are less likely to cheat in online than face-to-face classes. While many of the strategies addressed above may be useful in an online course, there are some additional strategies that faculty can use to promote academic integrity in an online course.

- Be present and accessible. Both community and communication are essential in an online course.
 - Many students can and do struggle with online courses. Some have limited access to the internet. Others have trouble managing time when away from campus or have other responsibilities that will impact their ability to engage successfully in an online course. Be accessible and present so that students who are struggling can reach out for help.
 - Provide regular and substantial feedback so it is clear to students what they need to do to be successful in the course.
 - Build it into the course opportunities for instructor-student interaction and feedback.
- Remember that what may be the right tool for a face-to-face course may not be the best option for an online course and may lend itself to incidents of academic misconduct. Incorporate alternative assessments and give students a variety of assessment types throughout the course.
- Offer asynchronous alternatives for synchronous learning. Synchronous requirements may be challenging for students taking online courses. For example, a student may be in a different time zone or have different responsibilities away from campus. Try to offer alternatives to synchronous course components (such as recorded lectures that can be watched later or hold discussion options at different times).

Online Exams

Cheating in online exams is a regular concern for faculty. While we encourage you to explore alternative assessments that allow students to share their knowledge of the material, there are several strategies you can use to reduce misconduct in online exams:

- Use a test bank with more questions than are offered for the exam and ask Canvas to pull questions from the test bank.
- Randomize the order of answers for multiple choice questions.
- Give students a short window of time to complete the exams. For example, give students a 24 hour period rather than several days.
- Develop new exams each semester.
- Develop test questions that require problem solving or long answer responses (such as an application of a theory).

On Campus Resources

For you:

- [Office of Student Academic Affairs: Academic Integrity](#)
- [Center for Research on Learning and Teaching \(CRLT\)](#)
 - [Teaching Strategies: Academic Integrity in the Classroom](#)
 - [Seminar Series](#)
 - [Inclusive Teaching Resources and Strategies](#)
 - [GenAI Programs and Resources](#)
- [Center for Academic Innovation:](#)
 - [Online Teaching at Michigan](#)
 - [How is Online Teaching and Learning Really Different?](#)
 - [Creating Authentic Assessments](#)

For your students:

For information resources to help students manage challenging situations, regardless of whether or not they are academic or personal in nature, please see the [Resources for Students](#) page.

Outside Resources and References

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