



# a play on grades

An OFE-CIRT  
Cooperative  
Event

a three-act  
workshop in  
three months

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## Act 2: Things Get Ugly with Grade Integrity

# Act 2: Things Get Ugly

Goal:

- To develop forward-looking policies and practices that help prevent academic misconduct and allow teachers to deal with misconduct once it happens



# Discussion

- What is Academic Misconduct?
  - Definitions and Examples
- How to deal with Academic Misconduct when it happens?
  - Goals and Strategies
- How do I prevent Academic Misconduct from happening in the first place?
  - Preparations and In the Moment



# What is Academic Misconduct?

**“Academic Cheating Scandal Rocks Florida State Seminoles...25 Football Players Involved and Will Miss Music City Bowl Against Kentucky”**



# What is Academic Misconduct?

**“OSU coordinator of academic misconduct:  
'This isn't high school anymore”**

- Of last year's [408] cases, 40 percent were plagiarism cases, said Tim Curry, the coordinator on academic misconduct. ...."Often, students cut and paste large sections of text for reference purposes, but because they're sloppy, it just ends up in their paper. It's still blameworthy." Curry said 97 percent of plagiarism cases resulted in an "in violation" verdict last year.



# What is Academic Misconduct?

- Googling the textbook title to see if you can find the questions?
- Buying exam from online source, ie.Scribd.com?
- Receiving an old version of the test from a former student and using as a study guide?



# National Statistics

(McCabe, Donald. *CAI Research*. Duke University: The Center for Academic Integrity, 2002-2003.  
[http://www.academicintegrity.org/cai\\_research.asp](http://www.academicintegrity.org/cai_research.asp))

- More than 75% of students admit to some cheating
- 50% of 2100 students surveyed admitted to serious cheating on written assignments
- 41% “weave” sentences from different sources without citations
- 68% of students surveyed didn’t think this was a serious issue



# Examples

## See Handout

- Anita
- Chris
- Wanda
- Rose & Gilda
- According to YOUR grade policy, what would happen to these individuals?





# How to Deal with Academic Misconduct

- Realize that cheating is common
- Know your motivations
  - Punishment for Offender
  - Prevention of Future Misconduct
  - Protection of Grading System
  - Rehabilitation of Offender
- Have rules and enforce them
- Be Consistent and Fair



# UNF's Academic Integrity Policy

- Briefly stated, academic misconduct consists of any attempt to misrepresent one's performance on any exercise submitted for evaluation. The primary responsibility for ensuring adherence to the principle of academic integrity rests with students and faculty.
- Cheating, Fabrication/Falsification, Plagiarism, Multiple Submissions, Abuse of Materials, Complicity



# Policies/Form

- [http://www.unf.edu/registrar/forms/misconduct\\_policy.pdf](http://www.unf.edu/registrar/forms/misconduct_policy.pdf)
- When a faculty member determines that a violation of the Academic Integrity Code should result in a penalty, the faculty member will notify the student of the offense by sending an *Academic Misconduct Reporting Form to the student and a copy to the appropriate departmental Chairperson within twenty (20) calendar days after the date in which the faculty member identifies the violation. The Academic Misconduct Reporting Form documents the circumstances surrounding the accusation and any adjustment to a grade or other action taken or recommended by the faculty member. No proceedings or hearings may be held, except as outlined in the appeals process. If an unforgivable "F" is given or a grade is to be changed after the end of a*
- semester, the finalized reporting form is to be sent to the registrar.



# Policies/Form

- Possible Faculty Actions in Cases of Academic Misconduct
- (1) Referral to the appropriate support service (Counseling, Advising, other assistance)
- (2) Assignment of a grade reduction on an academic exercise
- (3) Assignment of a final letter grade\reduction for the course
- (4) Assignment of an unforgivable „F“ for the course
- (5) Referral of the charges to the Dean/Chairperson/Director of the academic unit in which the student is enrolled with a recommendation for one or more of the following:  
temporary or permanent loss of use of a University facility,  
suspension from a College, Department, or program,  
expulsion from the University, or referral to Student Affairs for a violation of the Student Conduct Code.



# Prevention is the Best Cure

- Academic Honor Codes
- University of Maryland
- Honor Pledge
- On every examination, paper or other academic exercise not specifically exempted by the instructor, the student shall write by hand and sign the following pledge:
- *I pledge on my honor that I have not given or received any unauthorized assistance on this examination.*

<http://www.academicintegrity.org/>



# Prevention is the Best Cure

- Many contextual factors influence cheating (McCabe, Trevino, 1992; McCabe, Trevino, Butterfield, 1999):
  - Peer Cheating Behavior\*
  - Presence of Honor Code
  - Likelihood of Being Detected
  - Sex (Men vs. Women)
  - Academic Class Level
  - Grade Pressure
- Student cheat less if standards are communicated verbally rather than listed in handouts alone. (Kerkvliet & Sigmund, 1999)



# Plagiarism Prevention

- Talk about it
- Provide resources, such as Purdue's OWL  
<http://owl.english.purdue.edu/owl/resource/589/01/>
- Use SafeAssign
- Allow/encourage students to check their own work
- What do you do?






# Plagiarism

- SafeAssign™ - plagiarism prevention service that detects unoriginal content in student papers.
- Originality Report - details the percentage of the submitted paper that matches existing sources and shows suspected sources.





## Paper Information

<b>Author:</b> Student Two	<b>Assignment:</b> Paper 1	<b>Print version:</b> 
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## Suspected Sources

Click on a source to view the original, or click on the magnifying glass to see the source highlighted in the text below.

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-  <http://distance.southwest.tn.edu/help/documents/TrainerReview.doc> 
-  <http://www.csustan.edu/oit/LearningServices/FormsPublications/OnlineCourseGuidelines.pdf> 
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 Re-process the paper without the selected sources

## Paper Text

### RECOMMENDATIONS FOR DELIVERY OF ONLINE COURSES

#### UNF Distance Learning Policy Statement

The University of North Florida supports the development of distance learning courses for the purpose of meeting the needs of our existing students in a manner that is consistent with our mission. In so doing, distance learning at UNF will employ the best pedagogical practices based on the existing research literature and be developed: for courses in which distance learning technologies are compatible with the highest level of student learning, interaction and engagement for courses primarily at the upper-division and graduate level with enrollments that ensure the highest level of student interaction and engagement to increase access for existing students through alternative scheduling options, particularly during the summer term to enhance the ability of students to construct fulltime class schedules thus expediting time-to-graduation (and improving UNF's graduation rates)

Distance Learning resources for faculty and students are listed on UNF's Distance Learning webpage, <http://www.unf.edu/distancelearning>.



# Preventing Online Cheating

- Test Types -Is it all MC?
- Same Test- every year?
- Multiple Versions
- Test banks
- Textbook banks



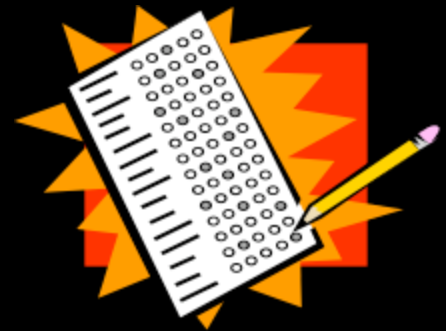
# Cheating Online & Exams

- Assessment Tips:
  - Question Pools
  - Randomize Questions & Answer Order
  - Use a Time Limit
  - Question Types - utilize open-ended & higher-level questions
  - Test Presentation - one at a time & prohibit backtracking



# Scantron Exam Strategies

- Collect blank scantron forms at beginning of term
- Count tests in and out
- Count students
- Collect tests in place
- Use sign-in sheets



# Final Thoughts?

