

Maintaining Academic Integrity

Maintaining academic integrity at a major university is at the forefront of most educators' minds, as it legitimates learning outcome assessments and upholds the integrity of degrees. Regardless of the preemptive measures professors take, many students—both domestic and international—still violate academic integrity standards. This short guide will assist ASU faculty in creating healthy academic boundaries to recognize and effectively manage academic dishonesty in the classroom.

ESTABLISHING ACADEMIC BOUNDARIES

The most effective way to sustain academic integrity in the classroom is to state guidelines on the first day and consistently reiterate them throughout the semester:

- **Define your policy:** in the course syllabus, provide a clear policy of each academic violation, examples of the violation, and possible consequences.

Examples for verbiage is on Page 2 of this guide.

- Distribute policies as handouts, Canvas uploads, and/or emails.
- Spend time on the first day of class reviewing policies. Even though it may cut into potential teaching time, the twenty minutes spent verbally reviewing this information may curtail issues later on.
- Policies should not only include rules about cheating but also in-class recording devices, electronic device use during exams, group work parameters, and homework sharing protocol.
- For accountability, require students to watch the videos and take the quiz for the university-wide Academic Success Tutorial on: using syllabi, communication etiquette, academic integrity, critical thinking, and global engagement.

Request on Canvas by emailing Sam.Miquirray@asu.edu; include course name(s) and five-digit section line number(s).

- **Create:**
 - Multiple versions of assignments/exams with big pools/randomized answers
 - More guides to problems/processes; for instance, more math problems
 - Examples of assignments (perhaps from previous semesters) that students can assess against rubrics as valid measurements for their own work
 - Practices where answers are given; don't give answers to exams (this maintains the integrity of the degree)
- **Refer** students to campus-wide support systems. ASU has several resources for students on each of its campuses:
 - [University Academic Success Programs](#) (UASP): content-specific tutoring, in person and online
 - [Writing Centers](#) for undergraduate and graduate students
 - [Let's Chat Workshop Series](#): engaging workshops in communication strategies and language-specific consultations
 - [ASU libraries](#): Librarians are available 24/7 online; librarians include subject-specific specialists and international student liaisons
- **Remind** students of your policy before major exams and assignment due dates. This can be verbal or via an electronic reminder.
- **Restrict:**
 - For writing assignments, require essay uploads to Canvas TurnItIn
 - For math and science exams, allow a pre-determined list of calculators
 - Require students to put cell phones away, particularly during exams
 - Do not allow students to leave and return during exams
- **Respond** consistently. If you have stated your policy and provided examples, then regardless of student background or emphatic excuses, the consequences for academic dishonesty should be the same for all students on every incidence.

TAKING PUNITIVE ACTION

State Policies in Writing

- Definition of offense
- Examples of offensive behavior
- Consequences for offense

Follow-through on Stated Consequences

Faculty

- Track student violations with dates, descriptions of violations, consequences administered, and screenshots or photocopies of evidence, if available

Departments

- Consider creating and enforcing consistent language for faculty with guidelines for catching, documenting, and penalizing unethical behavior
- Support faculty by referring both the faculty member and the student to the syllabus and the evidence of academic dishonesty, provided by the faculty member

Grading

- “Crimes of opportunity” usually result in a “0” grade for the assignment or exam and possibly the XE, depending on the circumstances
- “Premeditated” cheating automatically merits an XE grade, but only with valid evidence

This information on academic integrity offenses offers language suggestions with definitions and examples for faculty to use on syllabi, handouts, and online materials. Feel free to use this exact language or modify any portion to course specifications.

ASU POLICIES ON ACADEMIC DISHONESTY*

- Academic integrity is a fundamental value because violations of it cause real harm to real people. Protecting the ASU community from this harm is everyone's responsibility.
- The faculty holds the highest standards of academic integrity. If a student is caught cheating, the sanction can be anything from a lowered grade on an assignment to expulsion from ASU.
- ASU has a grade of "XE" which can become part of a transcript and permanent academic records and explicitly means that the student failed a course because of academic dishonesty (ASU).
- *For more information on [ASU policies](#), visit: <https://provost.asu.edu/academic-integrity>

CHEATING

Using unethical practices to achieve a favorable outcome.

- Students receive too much help from compatriots/peers/tutors/others, and cannot comprehend, explain, or duplicate the work independently
- Students copy others' work because they claim they don't understand the class; note: *all* classmates involved are in danger of failing
- Students purchase answers or essays
- Students upload "cheat sheets" to graphing calculators or phones

PLAGIARISM

The intended or unintended use of someone else's work without giving proper credit.

- Lengthy passages are copied verbatim without citations
- Students submit work done by peers from previous semesters
- Students submit work they did in another class
- Students' references do not match their citations (*misuse of sources*)

NEGOTIATION

Verbal or written communication that seeks to negotiate or bargain for a more favorable outcome.

Cultural Note: In some cultures, negotiating with professors for better grades is common.

However, in the United States, it is considered inappropriate and unethical.

- Students claim they will lose their scholarship if they fail the class
- Gift giving before grades are posted as persuasive means to leverage higher scores

CULTURAL PATTERNS: ACADEMIC DISHONESTY

American Culture:

- Patterns for chronic cheating are established in middle school.
- Students cheat predominantly in math and science classes.
- In the past, weaker students cheated more often to get by; today, stronger students resort to cheating to achieve competitive standards, thus reducing its cultural stigma (ETS, 2016).

International Cultures:

- The concept that ideas can be owned is not universal. In some cultures, quoting a source without attribution is honoring to the author; therefore, documenting sources may be a new concept for these students.
- Many societies have differing opinions on collaboration; this could influence students to "help" each other with homework or on exams without understanding the negative implications.
- Some students are held to the highest standards by their families and governments; receiving lower grades causes them to lose "face" and be subjected to shame and scorn. This fear may influence students to cheat.

Source: Educational Testing Service (2016). Academic Cheating Fact Sheet. *Cheating is a Personal Foul*. Retrieved from <http://www.glass-castle.com/clients/www-nocheating-org/adCouncil/research/cheatingfactsheet.html>

To Schedule Departmental Trainings or Faculty Consultations Contact:

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All Guides asu.instructure.com/enroll/XMYLCC (self-enroll to access under "Modules")