Faculty Best Practices for Promoting Academic Integrity

Nazareth University faculty members should seek multiple ways to make their students aware of the University's — and faculty's — expectations for academic integrity. Expectations can and should be communicated on each course syllabus, during class meetings, and on individual assignments.

Recommendations for Syllabus
- Instructors should place Nazareth University's academic integrity policy statement conspicuously in each syllabus and should draw attention to the statement when reviewing syllabuses with their classes.

Statement: Academic Integrity is defined as "honest and responsible scholarship" (University of Oklahoma, 2018), and is further characterized by the five values designated by the International Center for Academic Integrity: "honesty, trust, fairness, respect, and responsibility" (International Center for Academic Integrity, 2014, p. 16). Nazareth University shares the Center's preference for an academic, supportive, and promotive approach to academic integrity rather than one focused mainly on violation detection and disciplinary consequence. However, the University will condone no form of academic dishonesty.
- Furthermore, syllabuses should include academic concerns particular to a class. For example, they may indicate whether certain assignments must be completed individually or may be completed in groups; or in classes that require a lot of work with outside resources, syllabuses may provide information about citation policies.

Recommendations for In-Class Instruction
- During class meetings, instructors should discuss with students why it is important for them to complete assignments honestly and what they will learn by maintaining standards for academic integrity. Instructors may also go over issues that students may see as "gray areas," for instance:

  ○ Self plagiarism;

  ○ Whether and how to cite "common knowledge";

  ○ Whether students may turn in the same project for more than one class;

- Instructors may find it useful to go over some examples of proper and improper academic conduct in their classes. For example, some students may not know how properly to cite material found on the internet. Examples of correct and incorrect citations and paraphrasing can guide students in properly crafting their own academic works.

Recommendations for Assignments

At the instructors' discretion, the text accompanying certain assignments may reinforce academic integrity expectations. The text may specify, for instance, whether students are expected to work completely by themselves, or whether they are permitted to consult with their peers; or the text

may indicate whether outside resources should be used and remind students to cite them correctly.

Recommendations to Eliminate Temptations to Cheat

Instructors should create an environment that fosters academic honesty. For instance:

- For In-Class Exams/Quizzes:

    ○ Consider using computerized quizzes and exams. The Moodle LMS allows faculty to offer online exams and quizzes with substantial customization options. These quizzes and exams can make use of randomized questions from a question bank or the sequence of questions or answers. When making use of on-campus computing facilities, faculty can make use of the Respondus LockDown Browser which prevents students from accessing any web resources that are not pre-approved. You are not on your own, our Teaching & Learning Technologies staff provides training and support.

    ○ Sit in alternate seats when space permits, randomize questions on exams (multiple exams), avoid multiple choice questions

    ○ Leave backpacks, cell phones, paperwork, jackets at the front of the room whenever possible, given classroom design.

    ○ Be aware of modern devices including smart watches, smart phones etc.

    ○ When possible, create new exams and assignments when re-teaching a course, especially when these materials are returned, graded to the student.

- For Take-Home Exams/Quizzes:

    ○ Clearly state expectations to students (open book, consulting with peers)

    ○ Consider "pass"/"fail" versus graded assignments

- For Larger Assignments: Create checkpoints (such as an annotated bibliography or draft of a paper) that students complete and submit.