



# Fostering Academic Integrity across Campus

## I Know It When I See It!

### Clear Examples of Academic Dishonesty

- Pay for a paper ([Essays R Easy](#), [Write Work](#), [Writing to Serve](#)).
- Find a free paper ([Term Paper Warehouse](#), [123 Help Me](#), [Study Mode](#)).
- Get answers to a test from a friend.
- Pay someone else to take your test ([Boost My Grades](#)).
- Have your book and notes open during a closed-resource test.

### Borderline Examples

- Collaborate on a non-group assignment.
- Use the topics and structure from a source.
- Create a “[paste up](#)” amalgam.
- Cite sources, but create little original content.

### Do They Know it's Cheating?

- Mashups: Rick Astley vs. Nirvana, “[Never Gonna Give Up Your Teen Spirit](#)”
- “[No Copyright Infringement Intended...](#)”
- “[It's not cheating if...](#)”
- [How do you stop online students cheating?](#)

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## Originality

### Content Originality

- Learners incorporate research materials.
- Create arguments largely of your own devising
- Logical structure and linkages

### Design Originality

- Experimentation focus
- Work with existing data or interpret created data
- Logical analysis and outcomes

### Method Originality

- Rely on and duplicate previous inquiries
- Build the body of knowledge in the discipline
- Logical ties to past research and future directions

## Academic Integrity General Responses

### Trust

- [Honor code](#) (read only)
- [Sanction statements](#) *in situ*
- [Honor code](#) (e-signed)

### Verification

- The big databases ([TurnItIn](#), [SafeAssign](#))
- Google fishing (cut and paste)
- Statistical verification (time on task, duration)
- Restriction ([LockDown browser](#), date/time limits)
- Identity validation ([fingerprint](#), security questions)

### Observation

- Face-to-face assessment
- Proctored assessment
- Monitoring ([video camera](#), keystroke recording)





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## Academic Integrity Behaviors

### Individual Work

- Incorporate and credit source material
- Work by yourself
- Demonstrate the skills/objectives

### Group Work

- Acknowledge contributions of all group members
- Plan and execute group work equitably
- Communicate with the prof before the deadline

### Lab/Field Practice

- Report on and document experiences
- Include real-time sources of information (e.g., interviews, experiment results)
- Acknowledge assistance received

### Assessment

- Respect assessment conditions (e.g., closed-book, closed-notes, timed)
- Respond to assessment by synthesizing what you know
- Credit source material where you are able to do so, even if tangentially

## Faculty Actions to Foster Academic Integrity

### Campus-Wide Definitions and Decision Processes

- Academic integrity policy
- Consistent definitions and penalties
- Input from all campus stakeholders (e.g., faculty, students, support areas)
- Regular communication among faculty who teach the same students
- Academic Integrity reporting/review board

### Course-Specific Practices

- Know the student
- Modeling correct and incorrect processes
- Universal Design for Learning (UDL)
- Assessment randomization, pooling, and rotation
- Build a library of examples from former students

## Where to Go from Here

### Further Training

- [Quality Matters](#)
- [Gary Pavela & Don McCabe](#)

### Become an Expert in 3 Easy Steps

- Define a core group of ethical ideas
- Enact policies and practices
- Create the culture on campus—celebrate integrity!

