



Academic Integrity: Promoting the Academic Honor Policy

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Office of the Vice President for Faculty Development and Advancement

Embrace Responsible Freedom...Learn with Integrity

Academic Honor Policy Committee at: <http://fda.fsu.edu/Academics/Academic-Honor-Policy>

Florida State University



Overview

- Introduce the Office of Faculty Development & Advancement (OFDA)
- Review Academic Honor Policy's significance
- Explore the policy, procedures, & terms
- Identify common student behaviors & trends
- Address prevention strategies
- Discuss academic integrity scenarios



Our Office

- Administers diverse faculty services like Academic Honor Policy (AHP) hearings & consultation
 - Ann DelRossi & Joshua Morgan coordinate the AHP



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- Suspect an AHP violation as a graduate assistant?
 - First speak with your supervisor and then contact OFDA



The "Why?" Behind AHP

Responsible Freedom – What is it?

- "*Responsible Freedom* acknowledges that you have the right to justice and public order as well as the responsibility to protect the rights and privileges of fellow community members at the University" (<https://dsst.fsu.edu/resources/student-handbook>).

How would you say this in your own words?



A Letter to My Students

Academic Integrity: A Letter to My Students¹

Thank you for participating in this course, and I hope your academic and career journey is enhanced by taking this class. Before the semester gets hectic, I want to discuss my expectations concerning academic integrity. When adhered to, these ethical and behavioral standards will lead to success and a good reputation.

Integrity is important in this course for the same reasons it is important in all aspects of life. Would you want to be operated on by a doctor who cheated their way through medical school? Or would you feel comfortable on a bridge designed by an engineer who cheated their way through their engineering program? If such students can't be trusted to fulfill their coursework honestly, then how likely are they to resist dishonest behaviors that will harm the public?

Personal integrity is not an innate quality; it's a character strength that we need to nurture through daily practice. If we can commit ourselves to exercising healthier habits or dedicate ourselves to learning new technologies, then we are more than capable of investing in academic integrity behaviors.

What does academic integrity look like for you in this course? Let's find out by going through each stage in the course. As you'll notice, being a productive student who practices academic integrity requires similar behaviors as being an effective teacher.

Expectations for Class Preparation

Professor Responsibilities

- ❖ I commit to read the text and to familiarize myself with changes/updates in the subject area
- ❖ I promise to develop lesson plans that will encourage you to reflect and use critical thinking
- ❖ I will take ownership of content that I am not as familiar with to become more informed

Student Responsibilities

- ✓ Read the text, articles, handouts, etc. before coming to class
- ✓ Get your questions answered by asking/researching them and investigating words that are new to you
- ✓ Devote some time to reviewing what you learned during each class



Academic Honor Policy

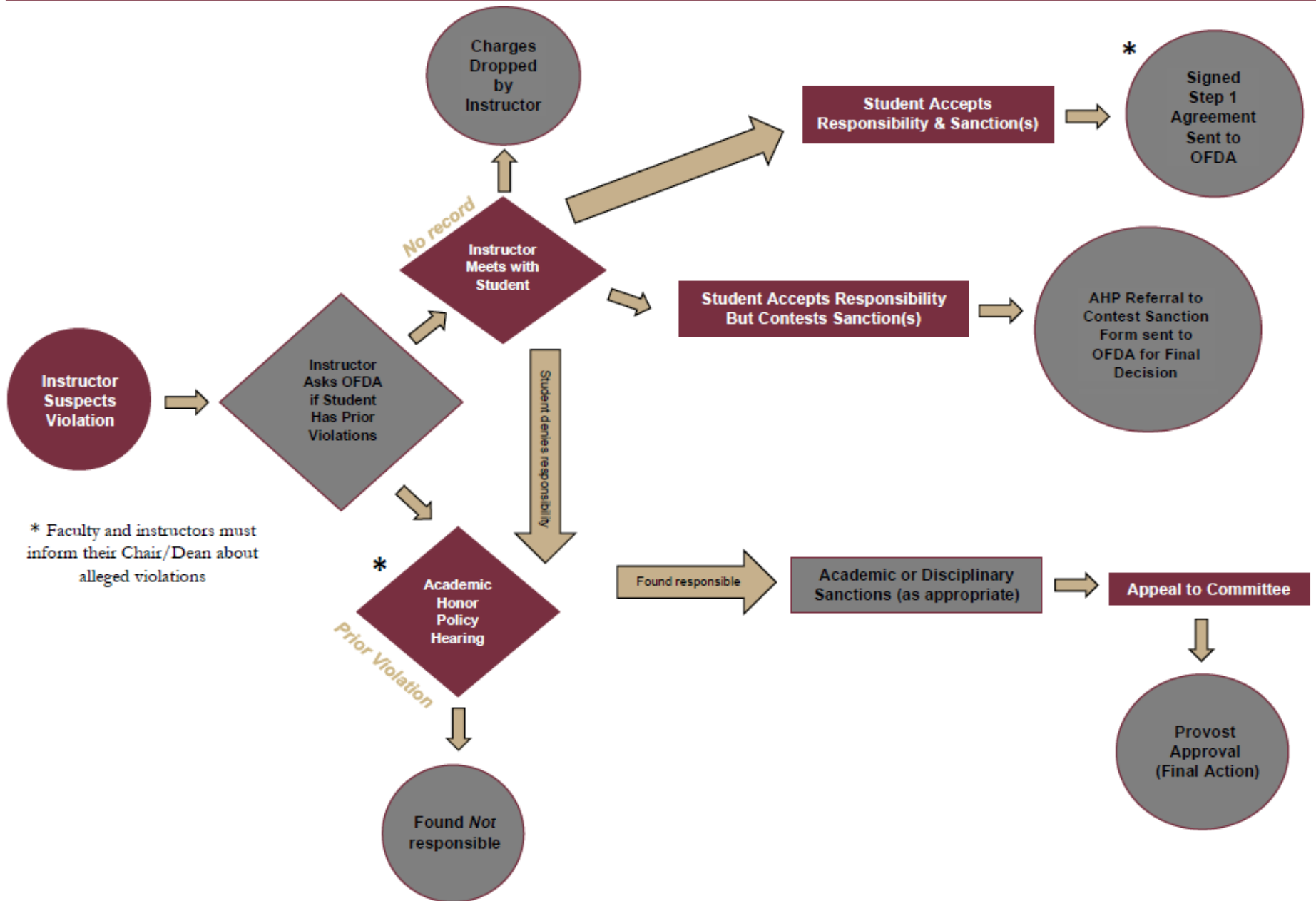
It is your responsibility to read and uphold the Academic Honor Policy

- There are 8 possible violations:
 - [Academic Honor Policy](#)

How Do You Find the AHP?

- <https://fda.fsu.edu/> → “Academic Honor Policy” → “Click Here for Academic Honor Policy”
- A [Quick Reference Guide](#) is available that summarizes potential Academic Honor Policy outcomes

FSU Academic Honor Policy Flowchart (AHP)





Glossary of Terms

AHP allegations & hearing processes are educational and non-confrontational

Step 1 Agreement

- The student formally admits to violating the AHP; signs a form to accept the instructor's sanctions

Step 2 Hearing Referral

- The student denies violating the AHP; instructor brings the case before an AHP panel of students & faculty

Referral to Contest Sanctions

- The student formally admits to violating the AHP but does not accept the instructor's sanctions; OFDA reviews the case and issues a final decision

Note: Step 2 Hearing Referrals are also used when students have prior violations or violations that are considered egregious

Glossary of Terms

(Alphabetical Order)

- **Academic Honor Policy Hearing** – An educational, non-adversarial process in which the accusing instructor and the accused student present their perspectives of what may have occurred regarding an alleged violation(s); hearing panels include a chairperson from OFDA, 2 faculty representatives, and 2 student representatives; panelists make a *responsible* or *not responsible* decision based on a preponderance of evidence standard.
- **Academic Sanctions** – The consequences decided by a hearing panel that are intended to improve students' ethical decision making and resource knowledge; examples may be found on pages 5-7 of the [Academic Honor Policy](#).
- **Accept Responsibility** – When a student both acknowledges that they have committed an Academic Honor Policy violation and agrees to adhere to the sanctions decided by the instructor; this acceptance of responsibility leads to a formal student-instructor agreement called a *Step 1 Agreement*.
- **Appeal to Committee** – A student may appeal the decision of an Academic Honor Policy hearing; a standing four-person committee will review the case and decide the outcome (Provost breaks any tie decisions); the burden of proof to show that an error occurred during the Academic Honor Policy hearing is on the student.
- **Charges Dropped by Instructor** – The instructor may choose to not move forward with a Step 1 Agreement or an Academic Honor Policy hearing; this typically occurs after the student and instructor have consulted informally about the incident.
- **Contests Sanction(s)** – A student may acknowledge having violated the Academic Honor Policy while disagreeing with the sanctions outlined by the instructor; this situation would lead to the completion of a *Referral to Contest Sanctions Form*.
- **Denying Responsibility** – A student may state that they did not commit an Academic Honor Policy violation and that they will not accept the sanctions decided by an instructor; this situation would lead to the completion of a *Step 2 to Hearing Referral Form* and the scheduling of an Academic Honor Policy hearing.
- **Disciplinary Sanctions** – The consequences decided by a hearing panel that are intended to deter students from committing further violations or finding themselves in compromising circumstances; examples may be found on pages 5-7 of the [Academic Honor Policy](#).
- **Not Responsible** – A decision made by a hearing panel that declares the student to have more than likely not violated the Academic Honor Policy.
- **Office of the Vice President for Faculty Development & Advancement (OFDA)** – The office responsible for facilitating Academic Honor Policy hearings and maintaining related records; also conducts academic integrity outreach presentations for students and faculty/staff.
- **Record** – Documentation noting that a student has a prior history of being found responsible for violating the Academic Honor Policy.
- **Responsible** – A decision made by a hearing panel that declares the student to have more than likely violated the Academic Honor Policy.
- **Violation** – Any action or attempted action going against the behavioral expectations outlined in the Academic Honor Policy; ignorance of the Academic Honor Policy is not a valid reason for avoiding sanctions/consequences of unauthorized behavior.



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Academic Honor Policy - Quick Reference Guide for Students

Students have three options if there is an alleged violation of the Academic Honor Policy:

- 1) Students may sign a **Step 1 Agreement**. This means that a student takes responsibility for violating the Academic Honor Policy and accepts the sanction proposed by the instructor. Signed forms will be sent to the Office of Faculty Development and Advancement by the instructor of record.
- 2) Students may sign a **Referral to Contest Sanction Form**. This means that a student accepts responsibility for the alleged violation but contests the sanction. The student will need to write a statement containing information about why the sanction is too harsh or disproportionate to the alleged violation. This statement, along with the relevant form and supportive documentation, should be sent to the Office of Faculty Development and Advancement by the instructor of record.
- 3) Students may decide to not accept responsibility for the alleged violation and present evidence showing that they did not violate the Academic Honor Policy. In this case, instructors will complete a **Step 2 Hearing Referral** and the case will go to an Academic Honor Policy hearing.

Quick Reference Guide

Great to send to students!



Academic Honor Policy Hearings & Records

- Decisions of *responsible* vs. *not responsible* are made by a four-person panel
- You may request the attendance of advisors or witnesses if desired
- [Student Conduct & Community Standards](#) can provide advisors and guidance for students
- Being found *responsible* remains on file for **5 years**; longer for dismissals/expulsions

Hearings are educational & facilitated in a respectful, non-adversarial manner.

Sometimes instructors need to learn new behaviors just as much as students!



Student Behaviors & Trends

- Common sites and apps used during violations:
 - GroupMe, TikTok, iPhone AirDrop
 - Chegg, Course Hero, Facebook
 - Quizlet, Text/Literature Translation Wikis
- Popular Student Perspective:
 - Collaboration/getting peer help isn't problematic
 - **The Reality**: It depends on the instructor's parameters
 - ***Be clear about your behavioral expectations*** regarding collaboration in both syllabi and supplemental handouts!



Student Behaviors & Trends

(cont.)

- 2015 Survey Results
 - Students self-reported being **62-65%** more likely to use unauthorized material on an online exam than during on in-person exam
- Honorlock Considerations
 - Google Chrome Spell Checker Mishaps
 - [Pre-exam 360° Room Scan](#)



Academic Honor Policy Statistics 2020-2021 Academic Year



Prevention

- Discuss your behavioral expectations on Day 1 and throughout the semester
- Refer students to campus resources
- Remind students that you're approachable/available for consultation
- Make cheating more difficult
 - Project-based learning, A & B tests versions, randomized question sequencing, time limits
- Be familiar with social media that students use
- Implement low-stakes assignments & quizzes
- Scaffold success: e.g., rough-draft opportunities, etc.



Prevention (cont.)

Encourage the following behaviors:

- Treat online tests with the same caution as in-person exams
- Inform professors – early – about environmental concerns that could disrupt testing (e.g., illness, noise, privacy, etc.)

Consider doing these as the instructor:

- Model a thorough, [360° room scan](#)
- Use all or portions of the [A Letter to My Students](#) resource

Notes:

- In virtual classrooms, consider removing attendance as a part of students' grades
- Remind students that AHP violations can impact their futures: e.g., graduate programs, student leadership roles, awards...



PROMOTING ACADEMIC INTEGRITY



As faculty, you are well aware that academic dishonesty is a symptom, not the root cause. Here are some "ounce of prevention" resources to help your students succeed in the classroom:

1 ACADEMIC CENTER FOR EXCELLENCE (ACE) & FSU LIBRARIES

ACE and FSU Libraries support students' success through a myriad of services including subject-specific tutoring, study rooms, topical workshops (e.g., time management), and student-oriented handouts/resources (e.g., citation help). ACE also has for-credit courses: SLS 1122/S140: Academic Success Strategies.



2 THE READING WRITING CENTER

Just as we have all experienced writer's block, so do your students! Let them know that The Reading Writing Center is available to help them conceptualize their essay ideas and to foster their written communication competencies.



3 OFFICE OF ACCESSIBILITY SERVICES

Although this resource is included in your syllabi, consider verbally sharing early on how the Office of Accessibility Services offers help like exam time extensions, peer note taking, and more for those with documented disabilities.



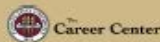
4 CENTER FOR HEALTH ADVOCACY & WELLNESS (CHAW)

Having been students yourselves, you realize how personal concerns influence professional performance. Help students get ahead of the curve by partnering with CHAW to tackle a host of wellness topics: Nutrition, finances, romance, substance use, and more.



5 THE CAREER CENTER

Having a well defined career goal can help students to sustain their motivation. Encourage them visit to The Career Center! The department offers everything from drop-in career advising, individual career counseling, and the for-credit course SDS 3340: Introduction to Career Development.



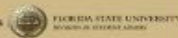
6 UNIVERSITY COUNSELING CENTER (UCC)

A confidential place to explore identity formation, learn tailored problem-solving strategies, and address mental health hurdles can mitigate behaviors like academic dishonesty. Make sure students know that such a resource exists through the UCC.



7 CASE MANAGEMENT & VICTIM ADVOCATE PROGRAM

Life presents unexpected hurdles, and knowing the best way to get help is not always clear. Case Management's supportive referral service was created specifically for this purpose. Additionally, Victim Advocate Program is a confidential service for those who believe they have been the victims of a crime.



Thank you for supporting your students!

To learn more about academic integrity policy and procedure at FSU, visit our [Academic Honor Policy](#) page



Office of the Vice President for Faculty Development & Advancement

Prevention Resources

(cont.)

Don't forget...

- [iThenticate](#)
- [FSU Libraries Technology Rentals](#)

Can you think of others?



Honorlock

What Is It?

- An artificial intelligence-based (A.I.) exam proctoring platform
- FSU's contract with Honorlock expires Summer 2022
- Not mandated to use it
 - Your College/Department/Supervisor may require it...
- Your syllabi are required to mention if Honorlock will be used to proctor exams

Should I Use It?

Pros:

- Records exam screen/monitor, webcam view, and audio of each student
- Integrated into each Canvas course
- Has a live proctor chat function if students experience certain technical issues during exams

Cons:

- Low-quality A.I. (e.g., many false positives)
- Requires high-volume/frequency reviews
- Exacerbates students' anxiety
- Video evidence is often circumstantial
- Requires Google Chrome browser
 - Warrants disabling Chrome's spell checker for language courses



Honorlock (cont.)

Resources for You

[FSU Honorlock Resources for Instructors](#)

Resources for Them

[FSU Honorlock Resources for Students](#)

Office of Distance Learning

[Honorlock Training for Instructors](#)



Common Myths To Dispel

- I don't need to read the syllabus or the Academic Honor Policy.
- I'm not accountable for something I didn't read.
- Professors are scary...
- I'll just do it this one time...
- My circumstances are uniquely exonerating.
- The policy is mostly about punishment.
- Dishonesty in school won't lead to dishonesty in my career.
- No one reviews Honorlock recordings...



AHP Scenarios

“Let’s Get This Over With...”

Samantha forgot that she has an ENC 2135 poem analysis due tomorrow. Unfortunately, she has been dealing with some family and financial stress for the past few weeks. To get done quickly, she searches for Quizlet and Wikipedia entries about the poem, and then she copies/pastes several sentences and paragraphs to finish her essay.

Respond to/comment on any of the following questions:

- What do you think was going through Samantha’s mind when she made her choice?
- What would be the wisest decision for the instructor at this point?
- What other options did she have?
- Can you think of a similar, real-life example?
 - Please share!



AHP Scenarios (cont.)

“Fudge Factor”

Jack is almost finished with his online, closed-book/closed-notes Canvas-based Exam #3 in ACG 2071 (i.e., Managerial Accounting). He has no clue how to answer 5 out of the 40 questions, but he feels confident that he got the other 35 correct. Currently, he would make a B on the exam if he pressed “Finish Exam”; however, he could easily earn a B+ simply by getting one more question correct. Since he’s been honest on the past two exams and is a knowledgeable student, he thinks he’s earned the right to use his textbook and the course’s PowerPoint slides to help increase his score.

- What AHP violation has Jack committed?
- How do you think an AHP panel would view Jack’s justification for his actions?
- What examples can you think of where people justified poor choices based on past good behavior?



AHP Scenarios (cont.)

"In-Group Think"

Kevin's fraternity has a lot of Computer Science majors who often take the same classes together or know of someone who already completed the course. Consequently, most of the brothers covertly collaborate on homework and use Chegg.com to find coding assistance. Kevin normally wouldn't do this, but his COP 3330 (Object-Oriented Programming) has been more difficult than he expected. He's wondering why should he continue struggling when his brothers are getting ahead using unauthorized resources?

- What is concerning about Kevin's rationale for cheating?
- Let's say Kevin cheats successfully; what issues may arise later?
- Let's say Kevin gets caught cheating; what issues may arise in the short-term *and* long-term?



Thank you, and please
contact us if you have
questions or concerns!



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