



Thank you for viewing this material. We hope you find it helpful. My name is Christy Anthony, and I serve as GW's director of student rights and responsibilities. During this virtual learning period, we've received numerous questions from faculty about how to manage academic integrity. While our process hasn't changed, we understand the increased interest in addressing academic integrity, and so we offer this guidance for you, and parallel guidance for students.

You and your students can also reach out to us at any time with questions or concerns. Our email address is rights@gwu.edu and our phone number is 202-994-6757. Our website also has many useful resources.

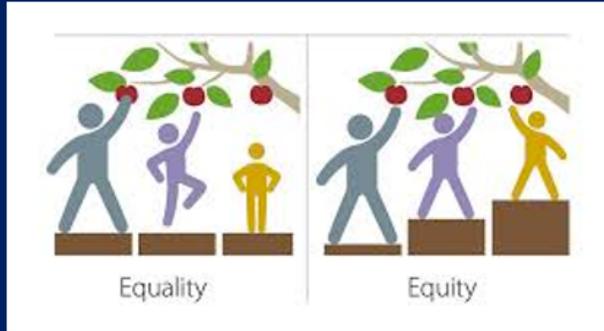
At the end, we provide a link for you to give feedback.



Be clear about what resources students are and are not permitted to use. Class books? All books? Blackboard materials? Their own class notes? The internet? Their classmates? Their friends and family? When you can't proctor the exam, allowing and designing for some use of resources makes sense. Consider what flexibility you can provide to students, while still creating a meaningful evaluation and equity in your grading. Remember that students are coming from and now working in diverse backgrounds and settings. Rather than assuming common understanding, take the steps to create it.

Create boundaries that incorporate equality and equity.

Be transparent about that intent.



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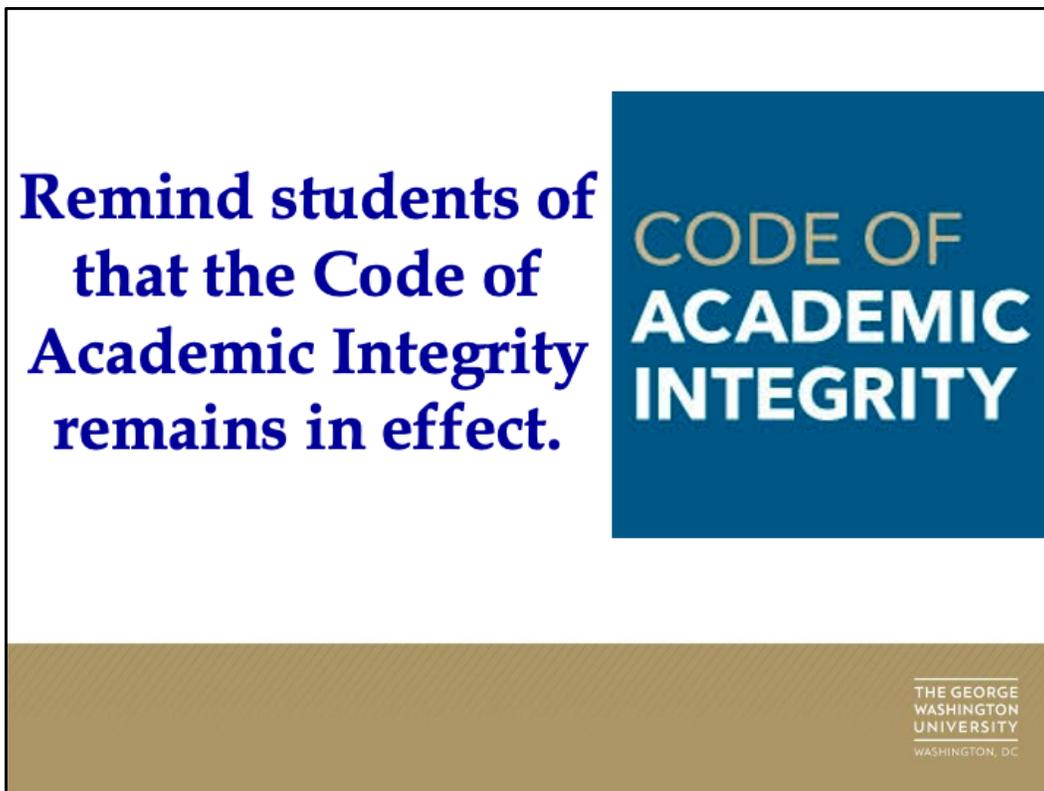
Placing limitations that produce equity and being transparent about that also supports an inclusive assessment. So, for example, allowing everyone to use their own notes, accessible books and articles, and materials on Blackboard promotes equity. Prohibiting use of family members and non-course books also promotes equity. Equity in academics is an important value to most of our students, so explaining that the resource limits promote equity creates their buy-in to integrity as well.



Make the exam applicable to **real-world knowledge application**. Faculty know their content has practical applicable value, and in some courses that is more evident than others. Going the extra step to use real-world application of content demonstrates the value to students. We know some students cheat because they don't see the point in learning the content. Making the useful application of content more evident increases student integrity.



Give students pathways to seek and receive clarification about expectations. Sometimes, students begin a project believing they understand the boundaries of integrity. As they progress, they find new questions arise. Allow for time and methods so they can clarify as the exam progresses.



Remind students that [the Code of Academic Integrity](#) remains in effect and is an important tool for ensuring the value of everyone’s work. Provide them with the definitions of cheating and plagiarism (see below) to **be sure that each student** understand the definitions of cheating and plagiarism which I’ll describe briefly. Students and faculty **all come to GW from different academic, cultural, and professional backgrounds, so encourage students to review this.**

Definitions regarding Academic Integrity

Cheating - intentionally or knowingly using or attempting to use unauthorized materials, information, or study aids in any academic exercise; engaging in unauthorized collaboration in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same or substantially the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

Fabrication - intentionally or knowingly, or unauthorized falsification or invention of any data, information, or citation in an academic exercise; giving false or misleading information regarding an academic matter.

Plagiarism - intentionally or knowingly representing the words, ideas, or sequence of

ideas of another as one's own in any academic exercise; or failure to attribute any of the following: quotations, paraphrases, or borrowed information.

Falsification and forgery of University academic documents - intentionally or knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record; making false statements to or concealing material information from a university employee that results in the creation of a false academic record or document. Such academic documents or records may include transcripts, registration/add-drop forms, requests for advanced standing, requests to register for undergraduate or graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)

Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Design assessments that incentivize academic integrity.



"Show your work."

Multiple question versions.

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To every extent possible, create a final assessment that, by its very nature, incentivizes academic integrity. Essay response exams with a large question bank (so that not every student gets the same question) are ideal. Another alternative is to give students multiple essays and a choice of which they respond to. Giving students credit for showing their work is another way to discourage cheating. If none of those are possible, creating an exam that randomly orders the questions and the multiple-choice options is another possibility. **We know that many students cheat simply because they run out of time or energy and take short cuts. Designing an exam that makes cheating less advantageous is a key step.**

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Contact us with questions.

Give feedback at
bit.ly/SRRProgram

Stay safe.
Be well.



Student Rights and Responsibilities
[@GWConduct](#) | [rights @ gwu.edu](#) | [studentconduct.gwu.edu](#) | 202-994-6757

I hope this content has been helpful you move into the final assessment period. I also hope you will share the student version with those in your class. We welcome your feedback and questions at any time. Take care and be well.