

TO: Academic Deans, Associate Deans, and Department Chairs
FROM: Graham Hammill, Vice Provost for Academic Affairs
DATE: March 31, 2020
SUBJECT: Maintaining Academic Integrity in Remote Learning

Academic integrity is among the most important values here at UB. How to maintain academic integrity in a remote learning environment is one of the most significant challenges we currently face.

There are a number of technological solutions that the university provides through Blackboard. LockDown Browser prevents students from accessing material on their device as they are taking an exam. Respondus Monitor expands the capabilities of Lockdown Browser by allowing instructors to proctor exams through students' webcams. For more information, see the [UBIT Respondus Assessment Tools webpage](#), and "[Preparing an Exam for Use with Respondus Monitor and Lockdown Browser](#)," available on YouTube. Some schools and departments provide instructors with unique platforms that proctor exams with the assistance of artificial intelligence.

While helpful in many circumstances, these options have limitations. More importantly, they will not work for students who do not have access to web cams and other technology. UB and our partners do offer a variety of technology resources for students:

- Students living on or near UB's campus can [take advantage of iMacs in the Silverman library](#), located in partitioned cubicles, which offer access to web cams and Respondus.
- For students whose devices are unable to download UB-licensed software (e.g., Chromebook), UBIT now offers [My Virtual Public Site](#), which provides access to a virtual UB public site computer and all of its software from anywhere.
- If students do not have internet access at home, many providers, including Spectrum and Comcast, are [now offering free internet for qualifying households and students](#).

For students who are unable to fulfill their technology needs using these resources, instructors are responsible for providing alternatives for evaluating student learning that are fair and that ensure that students are being held accountable to the principles of academic integrity. Instructors are cautioned against granting these students Incomplete grades rather than exploring alternative methods for evaluating student learning.

Best practices in course design include developing exams where cheating is not possible, for example, exams that are open book, project based, or rely on applied learning. The Office of Academic Integrity has resources and tips for instructors on its [Academic Integrity and COVID-19 for Faculty and Staff webpage](#).

Over the next three weeks, the Office of Academic Integrity and the Office of Educational Effectiveness, in partnership with the Center for Educational Innovation, will offer [workshops for instructors](#) to develop alternative exams and engage in other strategies that minimize the potential for academic dishonesty in remote learning. Topics include "Student learning and Assessment in Virtual Environments – Strategies and Methods" (March 31) and "Maintaining

Academic Integrity in the Online Environment” (April 2), among others. All instructors are invited to participate, both to learn from others and share their expertise.

Thanks to all of you for your continuing efforts to assure that our students receive a high-quality education in a remote learning environment. To support your efforts, we will continue to develop resources, offer workshops and share best practices as challenges and needs arise.