

TO: Associate Deans and Department Chairs

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DATE: April 9, 2020

SUBJECT: Important Academic Integrity Updates

Greetings to you in this time of unprecedented challenges. While we know you are busier than ever right now, we wanted to make you aware of some issues (and solutions) that have arisen related to academic integrity.

As you probably know, maintaining integrity in an online environment can be even more challenging than within a classroom setting. For best practices and concrete strategies, you can find power point presentations and tip sheets for faculty available on the [Office of Academic Integrity website](#) and we are co-sponsoring workshops on a weekly basis with the [Center for Educational Innovation](#).

Importantly, specific technological issues are arising for students who either have no internet connection, no web camera, or are using Chromebook, which is not compatible with Lockdown Browser or Respondus Monitor. We have anecdotally heard reports that individual faculty members are asking students to resign if they cannot access these technologies, which is an inappropriate response. The university has said that instructors are responsible for accommodating students who do not have access to proctoring technologies by providing alternative assessment options to evaluate student learning in a fair way. This was communicated to the campus by the Vice Provost for Academic Affairs in a memo on 3/31/20 entitled “Maintaining Academic Integrity in Remote Learning.”

There are varied solutions available for providing alternative assessment options. Along the technology front, there are limited computers in the Silverman library with webcams which can be booked by appointment only. Additionally, the SUNY Laptop Loaner Program will be announced soon and will have a limited number of laptops available for students once shipments are received. If the technology issues cannot be overcome to your satisfaction, allowing an incomplete is an option. Students would have 12 months to complete any outstanding work. The

full Incomplete grade [policy for undergraduates is available in the Undergraduate Catalog](#), and for graduates is available in the [Graduate School Policy Library](#).

As a result, faculty should focus on designing authentic forms of assessment that decrease the likelihood of cheating while reflecting what students know and/or have learned. Below are some ideas to guide instructors in the final weeks of the semester. The first is a list of possible alternate types of assessments and the second offers concrete examples within the disciplines.

Examples of Alternate Types of Assessments

- Real world problem-solving
- Case Studies
- Blogs/Social media posts
- Videotaped presentations
- Portfolios
- Alternate methods of communication (short story, essay, song, performance, documentary film, artwork, etc.)
- More personal interactions with material (relating content to current events, a specific date, people in your life, relationships, a relevant personal issue that needs solving)

Examples of Authentic Assessments*

Nursing	Provide a case study of a patient and ask students to assess and create a plan of care
Business	Develop a business/marketing/sales plan for an imaginary (or real) company in a student's area of interest.
Computer Science	Troubleshoot a problematic piece of code; Develop a website/app to solve a particular problem and/or meet a set of criteria
Psychology	Examine/critique a case study from multiple theoretical positions
Public Affairs or Service Learning Courses	Consider how a community agency might be impacted by a particular challenge (budget cuts, infrastructure outage, public health crisis, etc.)
Biology/Chemistry	Draw a diagram of how a process works, indicating what happens if X occurs
History	Write a role play of a particular event in history; Describe what might have happened if one element of a historical event had changed.

*Taken from Indiana University Bloomington, <https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html>

While these alternatives may not be ideal for everyone or every situation, we wanted to make sure faculty are aware of the options and resources available to them.

To that end, we will be holding daily virtual office hours through Zoom (Monday, Wednesday, Friday from 1:00-2:00 p.m. and Tuesday, Thursday from 9:00-10:00 a.m.) beginning Monday, April 13 through Friday, May 15. Faculty can email (address below) for the Zoom code and “stop in” to ask any questions they might have. Additionally, we are always available by phone and email. Please encourage your instructors to reach out if they are experiencing difficulties, and we will do our best to assist as we navigate this unusual semester together.

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