

Promoting Academic Integrity in the Classroom

Create an Atmosphere of Integrity

- Talk about academic honesty often.
- Outline your expectations for students, and the learning outcomes for the course.
- Be very clear (in the syllabus and in discussions) about your expectations for papers, exams, and other assignments.
- Engage students in the learning process and they will be more invested in the course.

Syllabus & First Day of Class

- On the syllabus, include a statement such as:
All students are responsible for knowing the University policy on academic honesty. All academic work submitted in this course must be your own unless you have received my permission to collaborate and have properly acknowledged receiving assistance. It is my responsibility to uphold the University academic honesty policy and report my belief of dishonesty to the Dean of Student's Office.
- Other sample statements are available at:
<http://www.dso.iastate.edu/ja/academic/AcademicMisconductSampleStatements.doc>.
- Explain why academic integrity is important.
- Discuss the University policy and penalties or where to find them (www.dso.iastate.edu/ja and <http://www.dso.iastate.edu/ja/academic/misconduct.html>).
- Know the recommended process for turning in cases of suspected academic dishonesty (<http://www.dso.iastate.edu/ja/academic/faculty.html>).
- Ask students to bring with them to turn in at the next class meeting three handwritten examples of citations (all within text citations – one each for a journal, book, and web citation).
- Provide some well-known websites that can assist with the writing process (<http://owl.english.purdue.edu/owl/>, <http://owl.english.purdue.edu/internet/resources/index.html>, etc).

Papers & Written Assignments

- Discuss plagiarism in detail.
 - Include information about correct citing of sources, including within the document.
 - Include a statement about documentation of web-based sources.
- Require and teach a specific documentation style.
- Consider handing out a style/format sheet.
- Use new, varied and narrowly tailored topics.
- Require students to turn in outlines, drafts, research, note cards, etc.
- Create an in-class writing assignment on the day the project is due that requires a detailed knowledge of the project. Students might be required to reflect on their work by answering prompts such as:
Describe the most challenging aspect of the project. What did you learn by completing this project? If you were starting this project today, what would you do differently and why would you make this change?

Exams

- Always monitor the room.
- Make your testing expectations clear, both verbally before the day of the exam and in writing on the exam itself.
- Rewrite old exams, keep exams secure & refrain from posting answers during exams.
- Have multiple versions of the exam printed on different colors of paper.
- Give students room to spread out and have multiple proctors for large classes.
- Require at least one seat between each student (when possible).
- Large classes: require ID or a seating chart (require students to show ID when turning in exams).
- Require students to leave all materials and hats in the front of the room or under chairs.
- Control the paper that is used.
- If take-home exams are used, provide clear statements related to use of outside sources (including internet), group work, or collaboration.
- Draw a line through any blank spaces or incomplete answers when grading.
- Do not return materials that can be altered and resubmitted.
- Include statement in syllabus that purchasing text/printing course materials is required, and when testing, shared books/notes will not be allowed.
- Outline restrictions regarding the use of technology during exams (cell phones, calculators, laptops, etc.)
- Address any suspicious behavior in the moment rather than allowing it to go on throughout an exam and addressing it at the end of the exam.

Labs, Group Work, & Homework

- State in writing how students should report lab results that they obtain as a group.
- Incorporate individual interpretation and synthesis into the final report and/or testing.
- Ask for written descriptions of each student's role/responsibilities in the group process.
- Consider including peer evaluation of individual work and contributions.
- Provide clear statements about collaboration and use of outside sources (consider adding a statement about roommate collaboration).
- How will students know when collaborating or providing help is "too much" working together? Give examples and document expectations – students have run into trouble in this area.

What Should I Do If I Suspect a Student Is Cheating?

- Address any suspicious behavior in the moment rather than allowing it to go on throughout an exam and addressing it at the end of the exam.
- Try to get another witness (TA or professor), and make notes as to your observations.
- If identified, collect any notes or other materials that may have been used to cheat.
- Make a general announcement reminding students to be quiet, to keep their eyes on their own work and to avoid the appearance of academic dishonesty.
- If the problem involves two or more students and persists, separate students using the least possible disruption.
- Accurately document the nature of the offense, your observations, and other evidence.
- If you are a teaching assistant, without identifying the student, notify your department head or supervising faculty member about your concerns
- Review the information on Responding to Academic Misconduct at:
<http://www.dso.iastate.edu/ja/academic/faculty.html> and refer the case to the Office of Judicial Affairs, using this template: <http://www.dso.iastate.edu/ja/academic/AD-Referral-Letter-Template.doc>.

Document adapted for use from:

<http://www.uqa.edu/honesty/ahf/Tips%20for%20Promoting%20Academic%20Integrity.pdf>

<http://uwf.edu/cutla/publications/TeachingTip2.pdf>