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Supplemental Materials

Teaching Integrity: Effective Responses to Cheating

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Teaching Integrity Self-Assessment: For Faculty

Choose (honestly) the “best” choice in each question that represents you, your thoughts, your feelings or your actions, recognizing there might be other choices not provided.

Do not look at the scoring page until you have completed the self-assessment.

1. When I am preparing a class, I:
 - a. Do not think about cheating at all
 - b. Think about cheating, but figure I’ll deal with it when it arises
 - c. Come up with the rules and prevention mechanisms to stop it and punish it when it occurs
 - d. Plan how I can teach students about academic and professional integrity, while reducing cheating

2. When I think about students cheating, I:
 - a. Recognize that cheating is a normalized behavior and that I will have to teach them why it shouldn’t be and why academic integrity needs to prevail
 - b. Think that it doesn’t happen in my class
 - c. Know that it will happen in my class but rarely
 - d. Devise all of the many ways that I can stop them and the things I can do to them when it happens

3. When students have cheated in my class, I most often feel:
 - a. Anger, I can’t believe they would do it to me after all I’ve done to prevent it!
 - b. Disappointment, even though I somewhat expected it to happen eventually.
 - c. Surprise, I didn’t think it would happen to me or in my class.
 - d. Prepared to deal with it and ready to seize the teachable moment

4. When there is a story in the news about someone famous or someone in my field cheating, I:
 - a. ignore it or read about it with disinterest and then forget about it
 - b. reflect on it, e.g., “why do people do this?” and then move on
 - c. feel a lot of frustration and anger at how normalized cheating seems to be in today’s world
 - d. see it as an opportunity to turn into a case study to teach students about professional integrity

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5. When I create assignments or tests for my students, I:
 - a. Think of ways to incorporate professional integrity lessons into them (e.g., ask a question on each test, have students acknowledge everyone who has helped them on an assignment)
 - b. Do not mention or address cheating or academic integrity at all
 - c. May, once in a while, gently remind the students to cite their sources or keep their eyes on their own tests
 - d. Incorporate in stern warnings not to cheat or else!

6. When students have cheated in my class, I most often:
 - a. Struggle to decide if or how I am going to respond and fret over the proper consequences
 - b. Ignore it/look the other way
 - c. Respond to it in a way that I think will teach the students something about academic or professional integrity (which could include discipline)
 - d. Give the student whatever punishment will deter them again in the future, for example, an F (on the assignment or test or class)

7. When my school tells me that I have to report cheating, I:
 - a. Tend to report only the most egregious cheating for which I have definite proof
 - b. Do it because I know that the responses of my school are crafted with student learning and development in the forefront
 - c. Do it – that ensures greater consequences for cheating than I can give on my own
 - d. Ignore them – I deal with cheating in my own way

8. If a student tells me about another student cheating in one of my tests, I would:
 - a. Give the alleged cheater an F on the test and enforce greater restrictions during the next test
 - b. Disregard what the student is telling me – she was probably just mistaken
 - c. Check the alleged cheater's test for further evidence of cheating and then call him/her in to discuss
 - d. Respond with a "thank you for telling me, but there is nothing I can do about it because I didn't see it"

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9. When I construct my class syllabi or course documentation, I:
 - a. Do not mention academic integrity or cheating at all
 - b. Tell students something along the lines of “don’t cheat or else!”
 - c. Implore students not to cheat because if they do, cheat smart so I don’t have to catch and report them
 - d. Write extensively about academic integrity, including providing definitions of cheating, explicating the importance of academic integrity, and informing students of my response strategies

10. If I suspected that half of my students had cheated, I would:
 - a. Report all of them through the official, school process so the appropriate punishment could be given
 - b. Assume the instructions weren’t clear, discount the assignment for the entire class and change the grading scheme
 - c. Use the case to teach the entire class about professional integrity, interview the students whom I suspect and report those who I determined have cheated
 - d. Forget about it/give the students the benefit of the doubt

Teaching Integrity Self-Assessment

SELF-ASSESSMENT SCORING PAGE

STEP 1: Give yourself a point for each answer you chose (one point per row):

TAL		LOW		RAP		RWR	
1d		1a		1c		1b	
2a		2b		2d		2c	
3d		3c		3a		3b	
4c		4a		4d		4b	
5d		5b		5c		5a	
6a		6b		6d		6c	
7b		7d		7c		7a	
8c		8b		8a		8d	
9d		9a		9b		9c	
10c		10d		10a		10b	
TOTAL		TOTAL		TOTAL		TOTAL	

STEP 2: Total the points for each column.

STEP 3: Circle the column label that had your highest total; this is your "AI Style":

TAL

LOW

RAP

RWR

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SELF-ASSESSMENT EXPLANATION

We each have a typical way that we respond to student cheating. The column with the highest total represents your “typical” way--- Teaching and Learning (TAL), Look the Other Way (LOW), Rules and Punishment (RAP) or Respond with Regrets (RWR).

- I do not recommend the **LOW** approach, as this approach does nothing to reduce cheating in school or to teach students about professional integrity. This is typically the response of folks who think that dealing with cheating or teaching professional integrity is not part of their job.
- I also do not recommend the **RWR** response – although it is understandable when we are busy, tired or overworked, or perhaps even afraid of conflict. It certainly isn’t fun to address cheating with a student. However, again, this response does little to teach professional integrity or reduce cheating in your class. It probably makes you more tired than if you have a planned way of dealing with cheating.
- Although the **RAP** approach can be effective with many students, I do not think it is the best one for the long term, again because it doesn’t teach students why we have rules and punishment! It seems that this approach will only stop cheating in that particular context, out of fear of punishment, but as soon as the student is given more free reign (e.g. in another person’s class or in their profession), they will choose to cheat because the punishment is not a controlling factor.
- Being aware of how we typically respond can help us adjust our responses to be more in line with a **TAL** approach, which is the best way to respond in an educational institution. The TAL approach does not exclude discipline (consequences or punishments) in response to cheating, but it uses it as one mechanism for teaching and learning not as the end goal. I tell students “if you always have learning, not the grade, forefront in your mind when completing assignments or writing tests, you will more likely than not, make the right ethical choices.” Similarly, if faculty always having teaching, not your time (or emotions), in the forefront of your mind, you will more likely than not, seize cheating as a teachable moment.

If your scores totaled in a way that was a “tie” or too close to call, you probably have no “typical way” of responding. Perhaps you respond differently to different kinds of cheating (e.g., you respond in a teaching and learning way to plagiarism, but a rules and punishment way to test cheating). Or, perhaps you simply haven’t sufficiently reflected to be aware of your typical way. I suggest that you do engage in some more reflection to get at how you respond, so you know whether or not you need to change your approach.

CHECKLIST:

Preparing Your Class with Academic Integrity in Mind

Writing Your Syllabus	√
Expected learning outcomes delineated for course	
Learning objectives explicated for each assignment	
Rules/Standards articulated for completing each assignment	
(Rules/standards linked to learning objectives?)	
Personal statement on academic integrity	
Policy for responding to cheating	
Link to college/university policy or honor code	
Policy for missed or late assignments/exams	
Definitions of plagiarism, cheating, etc.	
Class academic integrity pledge for students to sign and return	
Preparing Tests/Test Taking Conditions	
New/altered tests written for this term	
(if you have returned tests/exams in past), made available old tests/exams to all students	
Different versions of tests written	
Assigned seating determined for tests	
Prepared to ask students for sufficient scantrons and/or blue books at start of term	
Formulated your bathroom policy for exams	
Formulated your regrade policy and procedures	
Have an academic integrity pledge for students to write and sign on every test	
Planning to Talk about Academic Integrity	
Reflected on why academic integrity is important to you and your class	
Connected academic integrity in your class to professional integrity in their careers	
Crafted an academic integrity talk for first class day (more than just “read the syllabus” or “don’t cheat or else”)	
Tell students what cheating you have reported in the past	
Crafted an academic integrity reminder before each test or major assignment due	
Engage students in a discussion – could start by surveying students briefly before class	
Ask students to work in groups to come up with their definitions of academic and professional integrity	
Assign a related reading to students in first week and/or give them readings throughout the term that connect integrity to the content of your class	
Determining Availability of Assistance	
Plan office hours so you and your teaching assistants are available without overlap	
Tell students where they can go for legitimate assistance/tutoring	
Warn students of the perils of needing assistance at 3 a.m. and turning to their friends for “help”	

DOs & DON'Ts

for Promoting Academic Integrity

DO

- Be clear about your expectations and rules for completing every assignment and test
- Model integrity by citing your sources, showing up on time and prepared, and changing your exams and assignments from year to year
 - Limit temptations for cheating during your examinations
 - Work with your school's policy and processes to reduce cheating
- Rethink your out-of-class assignments – are they really measuring what you think they are?
- See academic and professional integrity as part of your teaching job – it may be one of the most important things you teach!

DON'T

- Assume the students “just know” which behaviors are cheating and which are not
 - Tell students “don't cheat or else” and expect that to work
- Allow students to keep their exams and then wonder why your exams are “out there”
- Confuse sloppy authorship with plagiarism – not all missed citations are an attempt to deceive
- Expect students to learn from their mistakes unless someone is facilitating that learning

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