



MAGNA ONLINE SEMINARS

Transcript

Teaching Integrity: Effective Responses to Cheating

A Magna Online Seminar presented on August 9, 2011 by **Tricia Bertram Gallant, Ph.D.**, Academic Integrity Coordinator, University of California, San Diego.

Teaching Integrity: Effective Responses to Cheating will help you change your perspective and practice to promote student integrity, and show you how a positive approach can prevent negative consequences.

You'll learn different ways to think about cheating, such as:

- Switching from a “crime and punishment” approach to emphasizing teaching and learning
- Examining your teaching to see if it encourages or facilitates cheating
- Identifying your typical response to cheating.

You'll come away with techniques you can implement right away, including:

- New teaching strategies to encourage academic integrity and reduce cheating
- New responses to cheating designed to create opportunities for student learning
- Behavior you can model to demonstrate academic integrity in action.

Editor's note:

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Rob Kelly: Hello, and welcome to Magna's Online Seminar Teaching Integrity: Effective Responses to Cheating cosponsored by Magna Publications and *The Teaching Professor*. I'm Rob Kelly, Editor of *The Teaching Professor* and today's moderator. Thanks for joining us.

Before we begin, I'd like to point out a few things about how the seminar works. If you have a question or comment for today's presenter, you can enter it in the chat box at the bottom of your screen. The presenter will respond at scheduled breaks, but you can send in your questions at any time.

Today's seminar also includes polls. When it's time to participate, you'll see the poll box on your screen, and we'll ask you to select your answer, and you will be able to see the results as well.

The seminar also includes handouts. If you haven't already printed them, click on the handouts box on the left of your screen, and then click on handouts, and a PDF will open. If you experience technical difficulties during the presentation, please call our customer service staff at 800-433-0499 extension 2.

And now I'm pleased to introduce Dr. Tricia Bertram Gallant. Tricia Bertram Gallant is the Academic Integrity Coordinator at the University of California San Diego, and is the Immediate Past Chair for the International Center for Academic Integrity's Advisory Council.

She has extensive experience in developing academic integrity procedures and policies working with stakeholders on creating a culture of integrity, inspiring campus interest in and commitment to addressing integrity and ethics, managing a centralized office for academic misconduct complaints, advising faculty on teaching and classroom management, and teaching students about academic integrity. Welcome, Tricia Bertram Gallant.

Dr. Bertram Gallant: Thanks, Rob. Hi, everyone, and I'm glad to be with you today. So as Rob mentioned, I work with the Academic Integrity Office at UC San Diego, but I like to say that that's my day job. On nights and weekends, I consult with schools, colleges, and universities.

I've been a member of the International Center for Academic Integrity for a while, and in fact, on it, on first it's Board of Directors and then its, now its advisory council. This year, I was fulfilling my term as the Immediate Past Advisory Council Chair, and then as an author, and you can see my three books up there.

The last one was an edited book that just came out, and the difference with that one is that it covers the . . . Academy writ large, so it doesn't just talk

about students cheating, but it talks about misconduct that happens in the Academy at all levels on all participant fronts, and what we can do about it. So we're really excited about that book.

But the common theme for today and for all of my writing really is about encouraging students, teachers, and administrators to not focus on policing, preventing, and punishing of cheating, which is by far the most typical response, but focusing more on the realistic picture of student cheating, the positive response of infusing integrity back into our daily conversations, our educational infrastructures, including the classroom, and in our responses to cheating.

So I want you to keep that in mind as we go through this and try and also, a lot of us seek out seminars or webinars on cheating because we're frustrated and we're angry at, you know, what's been happening in our classroom, but try and reframe that and open up the possibilities that there's something positive that can come out of what we're experiencing in the classroom.

And I wish I could see people's faces, because usually when I can, I see them think that I'm crazy when I say that. But keep your mind open to positive outcomes for the result of dealing with cheating.

So on that note, I'd like to start with a personal reflection exercise. So if you're in the room with others attending this webinar, find a way to retreat from those around you and go inward. Perhaps you can move away from the table slightly or just sit back and close your eyes. And if you're in the room on your own, it may still be helpful to close your eyes. Block out everything around you. So take a moment to do that.

Now that you've done that, I want you to think about your classroom. Think about your position as a teacher. Picture yourself up there at the front of the room doing what you do, whether it's lecturing, facilitating class discussion, or leading group work.

Now picture yourself administering an exam. How many students are in your typical classroom? What is the atmosphere physically like? If someone asked you to describe the atmosphere of your classroom, how would you describe it?

It's the beginning of the exam. What feelings are you experiencing? It's the end of the exam now. What is going on, and what does the room feel like? So you're in the classroom. Hopefully, you've immersed yourself in that feeling.

Now I'd like to have a little chat. Picture a student cheating. Maybe she's copying from a neighbor. Maybe he's sneaking a look at his cell phone. Maybe she is looking at notes she has written on her arm. Now finish this sentence. This one time during a test, I suspected a student of cheating.

What was your emotional reaction? What did you do? So type something in chat about your experience of suspecting a student of cheating. What were you feeling? What did you do? Disappointment, frustration, frustrated and disappointed. Those are common reactions.

I've heard faculty talk about anxiety, the anxiety they feel at having to confront it. Insulted. That's a pretty common one as well. Personally violated. That is very common as well. It almost feels, and I try to explain this to students, and they don't believe me, but it almost feels like when a partner cheats on you. You feel personally attacked, personally violated.

One thing that hasn't been said that I have heard some people say is apathy. Like who cares? Their response is, you know, I don't care. It doesn't bother me, which I think they actually they do care, but they're burying their frustration. And I doubt there's too many of those people that would sign up for this webinar if they feel that way.

So what did you do? You all wrote your emotions. What did you do when you suspected a student of cheating in class? Here's some or . . . some examples of action. Move their seats.

So you take the students, especially if they're copying off a neighbor, move them to another seat. That makes sense, if you have an empty seat to move them to. Right? I don't know about your school, but at our schools, at our school, the classrooms are so packed that sometimes there's no place for a faculty member to move the student to.

Send them into the honor code committee. Well, certainly you can do that after the class, but, you know, not in the middle of it. Start watching them more vigilantly. Yup. Stand near them. Yup. That works too. That works too.

Nobody, of course, is saying that they've ignored it. Or a lot of professors just stand up at the front of the room and warn the entire class. Keep your eyes on your own paper. Some, you know, stop the students and allow them to finish the exam. Some stop the student and take their exams away. I've had professors kick students out of class. I've also had people chase down students.

So you'll have a student come to class who's not supposed to be there, and they're there just to get their exam, whether they're, for themselves or for

people they're selling it to, because I've had TAs actually take students, you know, take students down and tackle them, which is probably not a good idea either.

My point though of raising this to your attention is threefold. The first is all of us have experienced cheating. The second is that cheating is endemic. Is it endemic to the institution of education? And, therefore, it's not usually about you as the teacher. And, three, the way in which we respond to cheating differs and can make a difference to both the students and the institution, and I would argue to yourself, and how you approach your job, and how you feel about your job as a teacher.

The last, this last point about how we respond to cheating can make a difference is the focus of today's webinar, so here's what we're going to talk about. Five main, or I guess six main topics.

We're going to briefly overview the common myths and misperceptions about cheating that negatively impact our ability to engage the problem constructively and educationally. We're then going to overview the kind of assignments that may invite cheating, and how we might think of new assignments that challenge students.

We're going to talk about how we model integrity with our students, the simple ways we can encourage . . . academic behavior by our actions. I'm going to give you some ideas for how you can teach academic integrity no matter what your discipline. And, finally, we're going to talk about the reality that no matter what we do, cheating or ethical failures will occur, because it is a normal part of being human and learning.

So we'll discuss what we can do when cheating occurs in order to leverage the moment as primarily a teachable one rather than primarily a punishable one. So as Rob mentioned, throughout this time, we'll have some polls, and we can take questions and provide you with tools that you will use in your own classroom. That's my goal. So onto the Cheating Myths.

First one, every student is doing it. There's this perception or perhaps a feeling like, oh, my gosh, almost every student is cheating. I don't see them all, but I get this feeling that everybody is cheating. It just feels like that. And part of that, I think, is the fault of people like myself. Researchers who have presented the information in a way that says how many students are cheating.

If you look at the Josephson Institute for Ethics, they do a survey every couple of years of high school students, and they tell you how many

students are cheating every year. Don McCabe surveys colleges and universities mostly, and he does the same.

But if we take those same stats and flip them on their head, we can look at it a different way. So according to McCabe, in 2005, he published a study that just kind of recaps the numbers he'd been seeing between, I believe it was 2002 and 2005 in Canada and the U.S. And, again, normally he says how many are doing these things, but I thought we'd look at how many are not.

So 58% are not working with others on individual assignments. 62% are not plagiarizing. 67% are not obtaining prior knowledge of at test, and 84% are not using a false excuse to delay taking a test. To continue, 86% are not falsifying bibliographies, 89% are not copying from other student's tests, and 89% are not copying from another, copying homework.

So now we have to keep in mind social desirability bias. Right? So we know these numbers are probably higher than they actually are. Students, you know, social desirability bias and survey says that we are going to underreport undesirable behaviors, and students know we don't want them doing these things, so they're not going to be entirely honest about it.

But even so, you know, especially with some of these that are at 89%, we can see that the majority of students care about academic integrity and want to uphold it, but they likely want you to uphold it as well. Too often, I think, the reason I'm presenting it to you this way, is too often faculty see themselves as enemies of the students if they crack down on cheating.

Think about that, I don't know if you heard about that NYU professor who had a blog, and said he's never going to crack down on cheating again because of the negative atmosphere it created in his classroom. I bet you it was his attitude that created the negative atmosphere in the classroom, not the fact that he cracked down on cheating, in his words.

So, in reality, if you do something about cheating, if you teach academic integrity, if you try and do your best to uphold academic integrity in your classroom, you will be the hero of the majority of students, who, frankly, are tired of other students cheating and getting away with it.

I just met with a student who got through his entire program, never been reported for cheating. His last class of his last term, he handed a paper completely written by somebody else. And one of the things he said was I guess for too long I'd seen other people cheating and get away with it.

He felt like, you know, and I'm interpreting this, he didn't say this last part to me, but I think he felt like the teachers didn't care, the university didn't

care, so why should he care? So our attitudes, our actions, our responses can make a difference to those students.

So let's move onto Cheating Myth 2. Students today cheat more than we did. I love this one. Right? I find every year I get older, I start sounding more and more like old people did when I was young. Kids today.

You know, so what I have to say about this is this may be partly true, but it may be partly untrue. Okay. So there are more students today, right, so it feels like there's more cheating, because there's way more students than there were 40 years ago in universities, and there are more opportunities, because of the Internet, to cheat.

Although, I just listened to a radio program that Don McCabe was on there, she called in, and she said, you know, I was as student in the '70s, and back then, it was easy to cheat too. Everybody needs somebody who would write a paper for them.

So, you know, we, you know, maybe the Internet's made it easier, but I don't know that as a generation, today's students are more morally corrupt than we were as students. And if they are, I like to say, whose fault is that, because they weren't raised in a vacuum. So, you know, I think it doesn't help us to think that students today are worse than we were.

It's possible, I think, that the technology has democratized cheating. I've said that before. I said it in my first book. And what I mean by that is cheating largely existed for the rich and the connected back in the day before the Internet.

If you belonged to a sorority or a fraternity, there were test files. There's been test and paper files in sororities and fraternities since they began. So you had to be part of like an elite group in order to really have an easy time cheating before. But now, anybody can get a paper off the Internet.

Hopefully, you're very familiar with all of the Internet sites out there like Notehall.com. I don't want to name them all and give them free advertising, but there's tons and tons of websites out there, where not only students can buy papers written for them, but they can get notes. They can get exams.

If you've distributed your exams back to students, they're up on the Internet somewhere. If you've given out, posted PowerPoints to your own Web CT, blackboard, or your own website, they are elsewhere on the Internet. Students have proliferated your material, and it's all out there.

So that has changed. But when I researched the history of cheating for my first book, I found that teachers have always lamented about, quote, unquote, kids today and their cheating. So this is not to say that cheating isn't a problem today, because it is, but I think less because kids are different.

Kids have always, and will always naturally, normally cheat without our ethical guidance, because it's part of the maturation and developmental progress. I think it's more because, one, technology has become increasingly sophisticated without complimentary education or equal adjustment in how we think about teaching and learning.

Two, society has normalized bad behavior. Cheating has gone from morally reprehensible to morally disagreeable. We talk about in our second book, *Cheating in School*.

And, parents and teachers, as we've heard about in the Atlanta School District, are prepared to do anything to get their kids ahead. And, three, educators have abdicated their responsibility to teach ethics and respond to bad behavior, and at the K through 12 level, largely because of pressure from parents to do so.

So onto Cheating Myth 3. Students who cheat are bad people. So I have to tell this story. I love this story of this girl who was in a seminar with me, because she violated a policy, and she wanted to tell me what she had done to get her there, and I said fine. And she said, so she wrote a paper, and she sent it home to her mom like she always does. And I'm thinking, oh, no, this is going to a bad place.

So she said, I sent it home to my mom like I always do, and when my mom sent it back, it was really different. So I asked my mom, mom, you didn't go to the Internet and plagiarize any, or, you know, for any of this stuff, did you? And she said, no, but then I turned it in to Turnitin.com, and it said it was 40% plagiarized.

So by this time, she's got tears in her eyes. And I said to her, okay, so what's the lesson learned? And she said, check the work my mom does. And I had to actually correct her and say, no, you know what the lesson learned is? You write your own material. We actually don't care at the university whether or not your mom can write. We care about whether you can write.

So she wasn't a bad person, it's just that her and her mom had this dynamic where it was always there that she would write her papers, and she would send them home for her mom to fix, quote, unquote. So there's that side of it.

And, again, cheating is a normal youth problem. Young people are risk takers, and they do play around with boundaries and rules of authority, and it's our job as adults to guide them beyond that.

Now, unfortunately, the K through 12 system has generally stepped aside from that role. So now in colleges and universities, we have students who have not yet learned to make better decisions, and I don't think we can afford to say any more, they should already know, which is what a typical college person would say, is the student should already know. I shouldn't have to teach this.

In addition, the reason why I say students who cheat are not bad people is the rules and norms and standards are not always clear. What one professor allows, another does not, and calls it cheating. Or what is allowed in one culture, country, or school may be punishable in another, and our institutions do not do a good job of socializing students into our culture.

So students may be cheating not because they're bad people, and they want to cheat just to . . . because they don't actually know what they're doing is cheating. They don't necessarily see it that way.

This is how I like to describe cheaters and most people, I mean, not cheaters, people and the students. So it's kind of a skewed bell curve, and at one end is our cheaters, those people who will do whatever it takes to get whatever they want when they want it. Right?

The other end of the bell curve is those goody two-shoes. Those people that never lie, never cheat, never steal, never do anything, you know, the kind of people you want as your employees or students but not too much fun to hang around with. And then there's everybody else, and everyone else doesn't make very good ethical decisions under stress and pressure.

So there's something, for example, I call this 3 a.m. Syndrome with students. Right? They're writing their paper, if, they're staying up all night. It's due at 9:00 a.m. It's now 3:00 a.m., and they literally lose their mind. They're tired. They make a decision to copy from Wikipedia or from their friend's paper or whatever.

So it's not like they went into it intending to cheat, but they let themselves make a whole bunch of bad decisions along the way that culminated in a very bad decision in order to resolve the other issues they've created for themselves.

There's also a whole lot of other issues that are going on with kids in kid's lives when they cheat. You know, I don't know how many times we've heard like, you know, about family members being sick, and them being called back to take care of them, or parents losing their jobs or financial aid's at risk or what have you. Right?

So it's not a simple, always a simple cost benefit, you know, rational thought process that people engage in when they cheat. Sometimes it is, but not always.

There's cultural and peer influences. I see a lot of peer group cheating, so people just developing really bad habits of taking every class with the same group of people and doing all of their assignments together, and it naturally leads to crossing that line between honest and healthy collaboration or studying together to cheating.

And then there's just people making, trying to resolve a right versus right dilemma like loyalty to a friend or truth to the professor. But they choose loyalty to a friend, and they end up violating an honor code or an academic integrity policy. So that's the majority of people in our students, I think.

I would say that at the university, you know, this is, hopefully, less than 1% of the people that we see, cheaters are, hopefully, less than 1% of the people that we see reported for cheating.

Myth number 4. If I respond to cheating, I'll be sued. I can't tell you how many times I've heard this, and, you know, I can say for sure at a university like ours that is totally not true. In fact, it's the opposite. If you don't report cheating, and say you just fail a student, and don't follow the due process established by your institution, you can be sued.

So my advice always is just to follow the policy. Right? I hope that every single one of your institutions has policies and procedures for guiding you in detecting or reporting cheating. Use those supports.

Too many professors make the mistake of handling cheating, quote, unquote, in house by simply giving a suspected cheater a zero on the assignment in question or forcing a student to withdraw from class or even failing them in the class.

What are the problems with this? Well, the first one created by this approach is you're likely not following policy, and so when you're not, there's little support for you if the student launches a complaint. The second problem is that you're not effectively stopping that student from

cheating in the future or stopping other students from cheating in your class.

If the only cost for cheating is failing the assignment or having to withdraw from the class, from which students can easily recover, they will likely take the risk when they're facing these ethical dilemmas or all these stresses and pressures, because the benefits far outweigh the cost. Right? Students will spread the word that they can get away with cheating in your class, and, therefore, the occurrence of cheating might even increase for you.

The third problem is it puts an extra burden on you to be detective, judge, and jury instead of teacher-researcher. Why would you want the weight of those three roles, when it is likely your institution has other people to play those roles for you, allowing you to get back to the job of teaching?

There's multiple reasons why faculty don't report cheating, and I don't have time to cover them all. But I think it's most critical to say that when faculty allow cheating to go unreported, they are contributing to the creating of a cheating culture rather than the creation of an integrity culture.

A central office has to know about student behaviors, otherwise education cannot occur consistently, and we could have students who are literally cheating their way through school.

Okay. So if you're, I've convinced you you have to report, which I'm probably preaching to the choir here, the next myth comes into play. Well, I have to be 100% sure that there was cheating, otherwise, I can't report. This is such a common myth, and it stands in the way of good decisions and reasonable actions.

So the standard is not a burden of proof like in the court of law. Remember that this is not a legal issue. This is an administrative disciplinary issue within the confines of colleges and universities. Right? Our standard is much lower. It's what we call preponderance of evidence, or, quote, unquote, more likely than not. It is more likely than not that the student violated the honor code or the academic integrity policy.

So what I tell faculty, it's like doing research. You can never be 100% certain of your analysis or your research results, but you have several data points, and you've looked at those data points, and you've looked at them together in aggregate, and it pointed you to a reasonable conclusion. And what does that mean, a reasonable conclusion?

Well, if, you know, three to four other people were look at those same data points, they would either reasonably come to the same conclusion as you, or they could see your reason. They could understand how you came to that conclusion. It would be transparent, and it would make sense.

So that it what it is like. You take all the data that you have that lead you to the suspected cheating, and you look at it and you think, hmm, this seems reasonable, and this is what I'm concluding, and then you let your university or college process take over.

Remember, any time, if you want to type a question in the chat box, you go right ahead, if anything I'm saying isn't clear or you have a question about it.

We have two more myths. Number 6, cheaters will eventually get their come-up-ins. I love this one. Right? So you hear people say, well, you know, whatever. Cheaters only hurt themselves. I don't have to deal with it. They'll eventually learn, or it will eventually all come back to them. It's none of my business type of deal.

Well, I have a story for you about that one. So in our, in a chemistry department, there were two students who were reported four times within a five-month period. The first time, it was for plagiarism. The second time, there was kind of normal exam cheating about copying from a neighbor.

And then there was an exam fraud reported, where it was much more serious than that, where they actually got a hold of a partially graded midterm, took their midterms out, took out blank midterms from the box, took out the answer key, took out the red pens, redid their midterms, halfway marked them as they were before, put them back in the box, so very elaborate.

And then there was fraud, where they broke into an office and changed the grades on the final grade sheet before they got to the registrar office. So all of this happened within a five-month period. It was chaotic.

Then what we found out was, all along, these students had been suspected of minor cheating in their classes, pretty much in all of their classes that they had taken, but the faculty hadn't bothered reporting them, because, A, it was minor, B, they don't follow policy, and they just didn't want to. Whatever.

But if we had just dealt with these students earlier in their career and addressed the minor cheating, it might not have escalated to this point where many people were spending a lot of time on these cases, and there was a lot of stress, and there was a lot of damage.

I call this the Bernie Madoff Effect. Right? So I imagine there was lots of people who knew what Bernie was doing was wrong and knew he should've been stopped. But then I also imagine there were a lot of people who said, but it's not of my business. He'll get his come-uppings some day. It'll all come back to, you know, get him, karma, karma, karma, that type of attitude.

But the Bernie Madoff Effect is that when people cheat, it's not just cheating themselves. They're not just hurting themselves. That is a myth. People, when they cheat, they affect all of us. They affect us in many ways and beyond repair in some cases. So it's not just about an individual cheating and stopping that person, but it is about the overall effect, the overall ripple effect of us allowing cheating to occur.

And so here we go to our last Cheating Myth. Dealing with cheating is not my job. So, again, I think that's, you know, common for college and university professors, because we would've expected that K through 12 would've dealt with this, and that we shouldn't be dealing with people cheating in our schools.

But the fact is, and this is kind of silly, but teaching and cheating are the same words. Right? They're anagrams of one another. So it is part of our job. It is part of what we need to be teaching, whether we're chemistry professors or English professors, or no matter what we're teaching, there is a place for us to talk about ethics and integrity, and we're going to talk a little bit more about this after we do our first poll.

So, Rob, it's time for our first poll. So the first poll is which myth most occupies your thoughts? There are several choices. Unfortunately, you need to choose one.

And while the poll's going on, I see there's a question. It says, I spend a lot of time on prevention in my college comp class, composition class, how do I communicate the Bernie Madoff Effect to the students, so they understand that dishonest behavior affects their peers as well as themselves?

It's difficult. The one thing I like to say, especially when we're talking about, I'm assuming you spend a lot of time on plagiarism and such in a composition class, but the one thing I like to give them as an example is say you're at work, and you come up with this brilliant idea that you know your boss is going to love, and you tell a coworker.

And the coworker takes that idea and gives it to the boss and pretends it's their own, and your coworker ends up getting the promotion, the raise, the accolades, and everything else. How would you feel? That really sometimes brings it home for them about how real this is, and how relevant this is to their lives.

We also talk about if we allow cheating to occur in our schools regularly without response, essentially, people will know that that happens at our school. And so when they graduate from Monroe Community College, this is the person that asked the question, they want people to trust their degree, their diploma. Their certification means something.

And so it can't mean anything if their peers have cheated their way through school, and they're out there in the world of work representing the college, and they don't know what they're doing. So that's really important. It can also be helpful to have people come in and talk to them like employers or alumni.

So I think our poll is done, looks like. So the majority of you, 53% the myth that most occupies your thought is I have to be 100% sure there is cheating. That doesn't surprise me. Equal percentage, cheaters will eventually get their come-uppings, and students cheat more than we did. And then some people, 11% or almost 12% think that these are bad people.

So that doesn't surprise me. And so, hopefully, I'll have convinced you to try and drop those myths from your daily thinking and think in a different way about these things, especially 100% sure there's cheating. I mean, are you 100% sure about anything? Right? So we have this kind of untenable, unreachable standard for accusing somebody of cheating, and it's unreal, because we're never 100% sure of anything.

So let's close that poll. Great. And there's another question I'll take here from Albany. Students often say they don't want to turn in their peers. Any suggestions? That's one of the biggest challenges we have in this area, and I don't think it's reasonable for us to suspect that students will turn in their peers. I really don't.

We don't have adults turning in other adults when they do something bad, so why are we expecting 17- to 21-year-olds to have more courage and more kind of ethical authority than most of us have on a daily basis? So I think it's unreasonable.

However, one of the things we're going to be playing around with at our university this year is the social norming approach, which has been used to help with binge drinking and sexual assault action on campuses. And so if we start reflecting back, you remember at the beginning how I reflected to

you how many students are not cheating versus how many are, it's kind of flipping those perceptions on their head and getting people to see that maybe they're in the majority. The people that don't like cheating are in the majority.

Right now, they might not say anything, because they think they're in the minority. But if you give them information to let them know they're in the majority, they might be more confident.

And if you give them ways to do it where it doesn't feel like they have to sacrifice themselves, so they can write a little note on the front of their exam if they see something, they can raise the hand and come up and pretend to be asking a question where they're really telling you that somebody's cheating. So give them ways to do it that feels protected, and, certainly, act on it.

I've had too many students tell me that they have told a professor that a student is cheating in an exam, and that the professors ignored it. And, obviously, they're going to stop telling us if we don't do anything about it.

Okay. So to summarize, so four things. Cheating is not new. It's not a new thing. It's always been around in schools. Occasional cheating is normal. We shouldn't have a goal of eliminating cheating or doing something so that cheating will never happen in our class. Occasional cheating by the occasional student is normal.

Academic integrity can be taught. We can use this opportunity to teach integrity to students, and responding to cheating is a part of teaching. It is a part of our job, of our education process. So what can you do if I've convinced you of all that?

I'd like to talk about five things I think you can do in the classroom. I think you can rethink your assignments, model professional integrity, teach academic integrity, establish classroom norms, and respond to cheating when it occurs. And, actually, I'm not doing this in this order that I've presented to you here. Actually, rethinking assignments is later.

But we're going to start, actually, with modeling professional integrity. So John Braxton who has written a lot about professional norms or classroom norms, he wrote a chapter in my edited book, *Creating the Ethical Academy* book.

He and his colleagues, for years, have conducted research on the ethical norms of teaching. Through this research, they found that when teachers violate certain norms, they greatly impact the morale of students and degrade the integrity of the classroom. So what are these norms? He

actually talks about, there's, he talks about several, but I think these are three core norms.

The first is to be respectful. It sounds silly, but faculty who express condescending negativism towards students, for example, criticizing their questions or being exasperated by their inabilities, and faculty who expect personal disregard, for example, not being available when you say you will be, taking weeks to grade assignments, can lead students to care less about the class and be less respectful to the teacher. Two wrongs don't make a right, but you can understand that as the adult or the leader of the classroom, how your behaviors can set the tone.

The second is to attend a professional and ethical obligation. Faculty who do not attend to the planning of their classes or assignments, who fail to communicate course details, or who fail to adhere to citation standards, for example, not citing sources in their lectures, may encourage students to also take shortcuts and fail to give the class their full attention.

So related to this, one of the things I hear students say all the time is the professor's been using the same assignment for years, so why are they surprised we're copying from previously submitted assignments? Again, two wrongs don't make a right. I don't think it's, that means students should be allowed to cheat, but, again, it's that modeling of care and attention and dedication to the job.

Now, I also understand that this is part of the problem of our institutions. Right? A lot of us maybe teach at places where you get rewarded for things other than spending time on teaching.

So a lot of my comments here today, you can implement on your own, no matter what institution you're at, and then other ones, really, your ability to act on them is dependent on your institution. So I encourage a lot of you, all of you, to go back to your institutions and talk about some of these things and talk better, talk more about how your departments and institutions can better support you in this effort.

The third norm is to be fair. So faculty who give preferential treatment or who do not establish policies for dealing with situations like cheating, so that decisions are made ad hoc, may communicate that the value of fairness is not important in the class culture, and, thus, students will also likely act without fairness.

So there's another way, of course. We, as faculty, are the leaders in the classroom context, whether we, no matter how we design our class, we give the grades, we come up with the class structure. In most cases, so, you know, how much we try to put them, you know, create democratic

classroom, the students will see us as the boss, and so we should be modeling for students the integrous behaviors we expect to see for them, from them.

So, if then, you know, if we want students to cite their sources, we should cite our sources. You want them to show up on time? We need to show up on time, so on and so forth.

And the last one, if they, if we want them to meet our expectations, we should communicate our expectations. So a lot of times I hear, you know, the biggest, biggest thing I hear is similar to what you hear in other problem areas in society, right, and it's the epitome of lack of communication.

So faculty assume that students should work independently unless they're told otherwise, and students assume that I can use whatever resources I want and work with whomever I want unless you tell me I can't. So if those two unarticulated assumptions are never articulated, of course, students are going to act in ways that dumbfound you and frustrate you. And the students are going to be frustrated that you never communicated that in the first place.

So there's nothing better than just being clear about our expectations and the standards for this class. And, again, we're going to talk about how you can do that later.

So I don't know if you're familiar with your Adobe Connect here, but up in the top row, there's a little icon. It looks like somebody holding up their hand. You can click on that to indicate to raise your hand.

I have one question for you I'd like you to raise your hand to. Do you think you do a good job of citing your sources in your lectures? I guess I would have to say consistently citing your sources in your lectures. So far we have some show of hands.

We have a thumbs up, and four show of hands. I think a lot, and then, I think a lot of people don't though. We forget to do it. I know that I didn't really do it before I started lecturing on this topic and realized how important it is just as a simple model to show students how to do it. And it doesn't even, it's not even about format. It's not even showing them proper format but just showing them that you do it.

As I tell students, you need to give a shout out to the people that have helped you on your assignments, on your homework, whether that's a roommate or, you know, Wikipedia, or a legitimate source. So if we can

do that, then we can help them know how to do it too. So there's 2, 4, 5 people raised their hands, and a few people that gave thumbs up out of 23.

So let's go on to teaching about academic integrity. And people get scared when I talk about this, because they say, well, I'm a chemistry professor, I'm an English professor, I don't, it's not my job, I don't know what I'm talking about. I don't know how to do this, or who am I to say? Right?

But it's not about moralizing. I'm not perfect. I'm not a, you know, an upstanding moral human being who's always made the right moral decisions that I can stand up here and tell you how to be moral. It's not about that. This is not a comfortable position for most of us to be in. You know, we don't want to go there. So it's not about that.

It's also not about teaching ethical theory. You don't have to be an expert in ethical theories. You don't have to be a philosopher or an ethicist, and, because you're not trying to teach students about the academic side of ethics or the theory or research of ethics. The idea is to teach kind of a professional integrity within the context of your discipline, your profession, what you know.

So what does that mean? Well, we talk about in the *Creating the Ethical Academy* book, we talk about academic integrity as applied ethics. In other words, what is right or wrong to do in this situation, right, because different situations have different rules and different standards.

Take, for example, people, speech writing or article writing. So we don't find it unethical for President Obama to have somebody else write his speeches for him. Why? Well, we're not, we know that he hires speechwriters. So right away, there's a transparency about it.

Two, we know he's still ultimately accountable for what has been written and what has been said, and we know he'll accept accountability for that. And, three, there's just no expectation that he's going to do that. We want him to be spending his time on other things versus just writing all his own speeches.

But medical professors who have ghostwriters on articles, which has been up in the news a lot about, in Canada and in the U.S., because I saw we have friends from Waterloo and Alberta joining us today, that there's been some problems with medical professors putting their names on articles that they, in fact, did not write. The pharmaceutical company people wrote them. That's not okay. Right?

There's a big difference. Different situations have different rules and different standards. Now the common underlying thing there is

transparency. Right? We know the president doesn't write his own speeches, but the medical professors have not been transparent about the fact that they didn't write their own articles, and there's damage that's caused by them doing that. So different situations have different rules, different standards.

Applied ethics is also about how do we determine appropriate and inappropriate behaviors? Where do I look for guidance? Who can I ask? What processes do I use for figuring this out? These are all things that can be taught by people who have lived and gone through it and figured this out and maybe done a little reading and a little studying on the situation themselves.

So teaching academic integrity is about teaching professional integrity. For example, how do we solve ethical dilemmas? So earlier I mentioned that ethical dilemma commonly felt by students about loyalty to a friend and truth to a professor or an institution ethical dilemma. Right?

So, well, a friend asked me for my paper. You want to help your friend out, because her mother's really been sick, and she's really behind on her work. But you know you're not supposed to slide your paper to her, because she might copy it, or just because the professor said not to hand your papers out to other people.

But it truly is an ethical dilemma. It's not this right versus wrong situation, and we need to teach students how to resolve these. And it's really easy. Institutions can use a simple framework like that James Rest has come up with, who is an ethicist. It's quite simple.

Assess the situation as an ethical one. What are the ethical questions involved? Consider all of your alternatives for action. Choose the right course of action, which may not be the ideal choice in terms of self-interest. Think of all the reasons to stick with the right choice of action, and be prepared for the consequences, frustrations, and obstacles that may present themselves when you choose the right action.

So this isn't rocket science. Right? It's getting people to think step by step through some of the scenarios and situations that they might have to deal with, and you can put that in the context of your class or your discipline or a student's major or what have you.

So with professional integrity, it's helpful to remember to pay attention less to personal values and beliefs and more about the standards of the community.

So I like to bring this up with the students. I talk about the university or college or wherever you're from has obligations to society which are, right, to do research, to educate students, but also to certify students at a certain level in a, at a certain level of competency in a certain discipline. Right? That's what the degree or diploma is. It's a certification of learning and knowledge.

So what are the roles of faculty and students in meeting those obligations? I actually want you to type in the chat room what are some of your roles as a faculty member? What are you expected to do to help the university or college you report meet its obligations? So at Albany, it's teaching service scholarship. Multiple people are typing right now, so.

Allow them to develop critical thinking skills, advising, mentorship. That's very important to students. When I ask them to give me the roles that faculty play, that's really important to them. Teaching, mentoring, assessment, proficiency in skills . . . service, yeah, research from Colorado State. Yes.

What about the roles of students? What are their roles? How do you see their roles? I have to tell you, as you're typing this out, I ask students this as well, and I, the one response that almost floored me was when a student said, my role is to be served. He actually thought that this job was to get served. That's all he had to do. So that was fun to challenge his thinking on there.

Learning, to be an active learner, be curious. I like that. I think they lost of, a lot of them lost that in grade school. That was tested out of them. Interested.

So these are qualities, but what's their role? You know, what are they supposed to be doing? See them learn and grow quickly and professionally, professional in training. Yes. Connecting their world, the real world, quote, unquote, and their academic world together.

And that came from Waterloo, which doesn't surprise me, because Waterloo has got one of the biggest cooperative education programs in North America. So that's a big part of Waterloo's culture, connecting the world of work to academia, what they're learning there . . . work for class.

So there's a lot of responses here, and I want you to remember two things. Right? So remember how I mentioned that the university or college's obligation is to certify people. And we might not like that, but it's true. That's one of our obligations to society. And our roles, student and faculty roles, help the university meet that obligation.

And so if students are not honestly, so it's not just about students learning. Right? They have to demonstrate their learning in knowledge. And why do they have to do that?

They have to do that so that you can honestly evaluate their learning and knowledge, because without that, the university or college cannot honestly certify them as having developed that knowledge in learning, right, because this is very strongly connected to the assessment movement.

Society wants proof that our students are learning and getting skills, but it starts from the very basic that if the students aren't demonstrating their learning, you can't honestly evaluate it, and the university or college can't honestly certify it. Those, that connection of those three rules is extremely important.

And then, finally, standards. Right? We need to know what standards to meet. And so, usually, most of our schools, for us, have standards that we have to abide by. And then for students, of course, they have honor codes or academic integrity policies or conduct codes or whatever. But I think it's also helpful that in your class, you could establish certain standards and be very clear about it.

Here is another way, and we're going to talk about that in a bit, but here's another way you can link professional and academic integrity. So we were having a problem in our physics labs here at UC San Diego that biologies didn't have to take. And you can imagine biology students being in physics labs and how thrilled they are about that.

They didn't see the connection. The majority of them want to be doctors or pharmacists or optometrists or dentists, and they didn't see the connection between physics and their lives or physics and their future careers.

So we created this thing called *Scientific Integrity. A Primer for Undergrads*, and it makes that connection for them. So it's their first reading of the quarter, and then they actually have a quiz on it, but they also have a one-page academic integrity policy that they have to sign.

So that's another way to teach this link between professional and academic integrity. And what I'm planning on doing is making these available as templates for different disciplines, and, hopefully, the Center for Academic Integrity will distribute them. So if you're interested in receiving that eventually, send me an e-mail, and I'll put you on the list.

So, Rob, it's time for another poll. What strategies for teaching professional integrity might you be most comfortable using? Waterloo

writes all of the above. I didn't give you that option. But that's great, I should have.

So 50% said using case studies to highlight ethical dilemmas. If you use case studies, I encourage you to use case studies that are really relevant to them. So too often, we give students case studies like that focuses on abortion or capital punishment or something really abstract and not relevant maybe to the majority of students in your classroom.

Give them a case study that they would have to, of an ethical dilemma that they would have to encounter tomorrow. Like the if friends ask you for a piece, you know, for a copy of your paper, her mom's been really sick, she's failing, she's an international student, so she risks deportation, what do you do kind of thing. Make it really relevant to them.

And then some are, have students explore codes of ethics in their eventual professions. That's a great idea. I think that's really helpful. You know what else is helpful is to show them your ethics code of your university that you have to abide by. They're shocked. They think it's all, you know, that we're always picking on them, and they're the only ones that have to be ethical, so show them yours as well.

But ask them to compare their academic integrity or honor code, their student one, to the one of their eventual profession, so they can see all the similarities. Get them to look for the underlying values. They're pretty much the same. So, great. Good. We can close that poll and move on.

Okay. I want to move on to establishing classroom norm. So research by Don McCabe and others have shown us that the opinions of students and faculty differ when it comes to what is cheating, what isn't. Right? So although 80% of faculty think that plagiarism is serious cheating, only 38% of students do.

And then faculty have different opinions themselves. Like on my campus, in biology, students are prohibited from using old lab reports, but in chemistry, it's encouraged. So you can't just say don't cheat or else, because that won't help students.

So you need to be specific about what you consider cheating in your classroom. Be specific for each assignment and test, especially for those out of class assignments and tests. Are they independent or group? If they're independent, can they work with other people? How can they work with other people?

So here are some common faculty mistakes. You can collaborate, but what you must submit must be your own work in your own words. What does this mean? I don't know what this means. It's very confusing to students.

Another one I have . . . faculty say is do not cite lectures. What they mean is, don't use my lectures in your paper and then, you know, give that back to me. I know what I said. I want you to talk about what other people said. But students think that means they can copy the lectures and just not give citations.

Be very clear with your intent in your . . . just saying you can bring a cheat sheet into an exam is problematic. First, calling it a cheat sheet is probably not a good idea. And, second, be specific. What are the parameters of this unauthorized aid? Is it 8½ by 11 inches, handwritten both sides, is it one side, is it typed only? So you have to be very specific, because every professor has different rules.

I think you also need clear academic integrity standards in your class. Don't focus just on the consequences of cheating. So just like everything has a different learning style, they have different ways in which they respond to approaches to reduce cheating.

So at the International Center for Academic Integrity, we encourage faculty to focus on academic integrity standards, our five fundamental values, honesty, respect, responsibility, fairness, and trustworthiness rather than on compliance and control.

So your specific assignment or expectation for each assignment . . . should be tied to these values and academic integrity standards. So, for example, why do you want students to work independently on this particular assignment? What are the expected learning outcomes if the student honestly follows the expectations, and what learning is missed if they don't?

Speaking of learning, remember to talk not only about the content you expect them to learn but the skills or abilities. Not everyone in your class is interested in learning about the content, but everyone in your class can learn something. What might that be?

What skills valued by employers or graduate schools might they be learning? Critical thinking, time management, discipline in completing something you might not enjoy. Talking to them honestly about this can really help them trudge through honestly, honestly trudge through difficult or challenging content for themselves.

So a clear academic integrity statement. What does that look like? It defines what are integrous behaviors in your classroom, and, also, what behaviors are not allowed. It describes why you have articulated this statement.

Make it personal to you, authentic. Why do you care? Why should they care? And make it professionally relevant as we talked about. How is academic integrity related to the professional code of ethics for doctors or lawyers or accounts and so on? Link to the campus policy. What and where is it? What does it say? I suggest including a quiz question on the campus policy or on your statement.

Once you've made it clear what your expectations are, you can tell students the consequences of violating these standards. But whatever consequences you put down in your syllabus or your policy, be prepared to follow up on them.

Do not put down that you're going to fail students for any violation if you're not prepared to do so. Doing what you say is modeling integrity. So you can include an AI statement in your syllabus, or you can have a separate page that students must read and sign and return it to you.

So here are some examples. You can also have them do this on each assignment and test. So with these two sample statements, the point is to remind students, those who might panic copy during a test, they might be given pause.

There have been a couple of empirical studies that have shown that this does cut down on impromptu, unplanned cheating, because it gives them pause by having to write this statement. And actually get them to write it versus you having it typed on, and they just sign it. Actually, physically make them write these statements out for statements like this.

Waterloo asks, what are the consequences of refusing to sign? You won't grade their paper. So, you know, you can just say, okay, that's, tell them ahead of time, if you don't write this, if you cannot affirm these statements, then I'll assume that you've cheated, and I just won't grade your paper. So you can do that as a professor.

And time for our last poll. And while Rob's loading that up, I just want to make a note to bring up something that somebody had asked ahead of time, and I appreciate you pointing this out. The handout I've provided called *Teaching Integrity: A Self-Assessment* has a couple of errors in it.

I encourage you to complete it to see what style you have in the classroom, but Magna's going to have to resend that out to you, because I

had a couple of errors in the scoring section of that assessment. My apologies, but we'll fix it. And I've fixed it already and sent it to Magna, and they'll send it out to you.

All right. So we've got, there's still people doing the poll. What a lot of people are saying all of the above. That's great. I think for those who have just done it orally in the first lecture, hopefully, you'll leave today knowing that you're going to do more than that next time.

Not everybody attends your first lecture. Oral is great, but it's, by itself, it just doesn't hold a lot of weight with students. They've forgotten. It doesn't mean anything. It actually has to be mentioned several times throughout the term in order for it to really sink in for students.

First lecture is like orientation. If you remember that, it's overwhelming. You are thinking about other things. You've got a lot on your mind, so it needs to occur more often than that.

So about one-third do all of the above, about one-third do early in the first lecture, and then the other ones are spread out. Okay. Great. We'll close that and move on.

So rethinking how you assess. So a majority of cheating, as we know, occurs outside of the classroom, right, in completion of assignments and homeworks or take home exams. So they're thinking in terms of getting the answer, and they have the world at the click of a button. Right?

So you have to rethink the purpose of your out of class assignments and homework, and if that purpose is being met, the students are completing them the way you expect.

So there are many STEM faculty, for example, who assign textbook problems for students to do and transfer grades. So students can easily copy from each other, previously solved submitted problems, the instructor's manual, the Internet, or simply get someone else to do the work for them.

If the problems are being graded by the right answer, students will find a way to get you the right answer. So if your purpose of assigning the problems is to help them learn the materials, then it is probable that your purpose is not being met. So I suggest that you either do not grade the homeworks at all or give them a point for turning them in.

You should be able to show them statistics with a quick study that those who do homework do better on tests than those who don't, and that should provide the motivation for them to do them. So there's no sense grading

them, because I can tell you, the majority of students are likely not doing them in the way you expect.

So think about each out of class assignment and rethink its purpose, what you grade and why, and can you do it a different way. The point is not to give students assignments that are terribly routine and easy to cheat on, and then reward them with grades for doing that.

Okay. So sometimes there are out of class assignments you have to have and you have to grade, so just have students acknowledge the assistance they received. You know, we do that when we publish in a journal. Right? We say thank you so and so for the feedback, and thank you to the anonymous reviewers, blah, blah, blah. But we don't have students generally do that on their papers and assignments.

Not only does this acknowledge that no work is independently done, and that there are ways to integrously receive assistance from others, but it complements their teaching about citing sources in papers.

It's confusing to students to try and figure out what sources they should cite, and what sources they shouldn't cite like their roommates, so just make them cite them all. And of all of the suggestions, I gave a few today, I think this is the easiest one to implement tomorrow, well, or when you start teaching again in September. It is so easy to do, and it makes so much sense.

Finally, think about whether you're still testing memorization. Not only is memorization becoming outdated very quickly, but these tests, of course, are much easier to cheat on than tests of critical thinking and analyzing and problem solving.

So, of course, you know, again, this gets back to institutional . . . because if they give you 400 kids in a class, it's pretty hard to do anything other than multiple-choice exams. But a lot of, you know, again, students don't see the point in that, and they don't take it as seriously, and it's just too tempting to cheat.

Monroe just asked me a question about the difference between cheating and academic dishonesty, and they asked, you know, they had a debate about it, and I do use the term interchangeably, actually. I don't see a difference.

I think we try and make too many nuances between things. I see people say, well, this is cheating, and this is plagiarism making it really confusing. These are all just labels. Right? If someone is handing in something that is pretending was their own or done by themselves, and it

wasn't, that is being dishonest, and that is cheating the system or cheating the grading process. So it'd be interesting to hear what the debate was about.

But I think we debate about the wrong things. There's lots of things we could debate about . . . and whether cheating and academic dishonesty are the same thing or not is probably not high on my priority list for my institutions at the time. But I'd be so curious to hear more about that, Monroe.

So exam administration. This is fun, because it, it's a fact of life for a lot of us. So, you know, there's a lot of cheating that can occur in exams, not just out of class assignments, so you can reduce opportunities for students to cheat, but doing things about it can also send the students a message that you care about the integrity of the process, you're aware that cheating occurs, and this encourages them to honor academic integrity as well and to come forward to you when they see their peers cheating.

So that was an earlier question. And if usually, you care about cheating, you're trying to do your best, then they will respond in kind and let you know when things are going on. So I think there's four things you can, basic things you can do to reduce cheating during exams.

Think about how you seat your students. Are they packed in like sardines? Do, are they allowed to sit wherever they want? Some ideas are to space students with one seat between them if you can, assigning students specific seats, assigning students to sit in TA sections, so the TA's can monitor their own students, blocking off difficult to use seats, so that nobody can sit there.

Our last initiative at UC San Diego was mapping the largest lecture halls and labeling the seats, and that way, faculty can easily assign seats. It prevents buddies from sitting together, allows you to see if there's someone there that shouldn't be there. We have a problem with proxies, exam proxies. And then if you do suspect cheating, having assigned seats makes it easy to identify the person.

So that's something you can think about. Another thing is using alternate versions of the exams. That's pretty standard. It doesn't take a lot of work. You just rearrange the order of the questions. You can change, if you're in science or math or something, you can change the values in the questions, so that they're different, but, hopefully, comparable.

I would assign versions of the seats, to the seats or to the students rather than just passing them out and hoping students space them appropriately. In large classes, unless you're at an honor code school that prohibits

proctoring, you must proctor. You just have to. And you should always proctor your exam along with assistance, so, hopefully, your school hasn't cut your TA or proctoring budget too badly.

Your presence may be required by your college policy, but even if it isn't, it models, again, to students your professional integrity, demonstrates your caring, and can prevent cheating if you're there. So the general rule of thumb I've heard from professors is no less than 1 proctor for every 60 students. I think that that ratio is actually too large and, preferably, it would be half of that. It would be 1 in 30.

Most large exam rooms, it is difficult to watch everybody. The other problem I've seen is proctors, there's proctors there, but they sit at the front and read their books or surf the Web. They're not really watching. They're not really paying attention. And, again, this shows a disinterest, a lack of integrity.

Checking IDs. This is the fourth thing you can do. So some large campuses mandate that IDs are checked, but some don't. I think that exam ringers are more common than we know. Apparently, we have a fraternity on our campus that makes this a part of their hazing process, so pledges have to take exams for the brothers. And this is very difficult to, we've heard this, but we don't have any, we don't have, even more likely than not, proof in order to shut this down.

We've had cases of fake IDs. The customs office in Alaska, actually, intercepted an entire box of fake UCSD IDs coming in from China to San Diego. So you, because fake IDs can be created, I suggest you have a picture roster, if possible, and you compare the ID on the card, or the picture on the ID cards with the picture on the roster. We've had situations like that as well.

Other suggestions. Scantrons and blue books, if you're like us, where you have students have to provide their own, I suggest you have them provide them all to you at the beginning of the term, the first week, and then you redistribute them. If you allow them to bring in their own, of course, some are going to pre-fill them in or have notes with them, within them.

What do you allow at the desk? So many questions of cheating have come up, because students have everything at their desk including their study notes. There's also fire hazards. Students just throw their backpacks down in the aisle, and then people can't get out. So think about limiting what students can have at their desk. Treat your in-class exams like the SAT or GRE as much as you can.

Bathroom breaks. This one's fun. It bothers me to have to talk about this. It kind of reminds me of like when I was a kid and before you went on a long car ride, and my parents would say now, do you have to go to the bathroom before you go?

I hate talking about this, but it's so true. I've had faculty say that in an hour class, they don't have to have anybody go to the bathroom, but then an hour exam, you know, 20 people have to go. So students, you know, even with technology, students will still cheat by asking to go to the bathroom. They might use their cell phones to get an answer, or they might use notes they've stashed in the bathroom.

Faculty can restrict bathroom breaks, I think, in an hour-long exam. I think that's reasonable, even an hour and a half exam. A three-hour exam gets difficult, so maybe you, I have faculty who allow the students to go, but a TA has to go with them. They're allowed to go, but, of course, the student has to give up their cell phone, the exam, and everything else in order to go to the bathroom.

I had somebody ask is it a violation of human rights? Not likely. Right? A pilot can make you, quote, unquote, hold it on a plane, and there's no human rights violations there. So if a student makes that complaint, I use it as an opportunity to educate students about the Bernie Madoff Effect, that when other students cheat, it does impact them.

I'm jealous of Oklahoma City Community College. They have a testing center. If you don't, if your university doesn't have a testing center, you can try and do what some of the universities do. We do not do it. I'm trying to encourage us to do it, but I know Toronto does it, University of Toronto, where all of the final exams at least are in a large gymnasium. And so it's a lot easier to proctor and keep kind of a control of the situation.

So type in your other ideas, if other, if you have ideas for what you do or what your campus does, type them in the top box, so that other people can see them.

So plagiarism. These are some of the reasons why students plagiarize and your students, some possible solutions for dealing with them. Plagiarism is difficult, right, because sometimes it's not about I'm intentionally, again, I'm intentionally doing this, but it's a struggling writing thing.

We all, I think, have copied people's words and ideas without proper attribution. The formatting is difficult. It's cumbersome, and so I think you definitely should not assume that students know how to do this without you telling them.

Do not expect that the composition or the writing program taught it all. Some students take that, and they understand they're not supposed to do it in the writing programs. They don't think that it carries to all of their other classes. So those are some ideas for reducing plagiarism.

And I think the easiest one is to tell students if you read it, cite it. If you heard about it from someone else, cite it. Don't penalize for formatting mistakes. Just correct it and move on, because if they're scared about formatting, they're not, they might even just leave it off. So just, don't penalize them for that.

And share with your students your method for tracking your sources, and give them tips to avoid sloppy authorship. We had to learn this, right, if we all remember, we had to learn this. So let's teach our students the same things that somebody taught us, or we had to learn through trial and error.

So I've been taking questions all along, so I'm not concerned about leaving too much time at the end for questions. Just keep typing your questions in. There's just a couple more things I want to cover with you.

Monroe actually asks, all these ideas make a lot of sense, but how do we put these techniques into place without creating an oppositional dynamic between faculty and students? Again, I think it's largely our misperception that students don't want us to do these things. They do.

The majority of students aren't cheating, and they want you, as a faculty member, to take precautions to make sure other students can't easily cheat. It's the way it is, and we think, we're so afraid to do it, because it seems oppositional.

Just reframe it in your head, and reframe it for them. This is because I care. You know, it's not because I think you're all cheaters. But I think that under stress and pressure, we make really bad ethical decisions, and I want to help you avoid making a bad ethical choice in this class and this exam, so these are the following things that I'm going to do to create an environment that it feels safe and secure and honest for you, so that you can perform without a lot of stress and a lot of temptation, and just do as well as you can on the exam. That's how I would do it.

Okay. So everything I talked about, preventing teaching, teaching academic integrity, cheating's still going to happen. Right? So for the last little bit, I want to cover how we detect cheating, what you do once you detect it, and what you do, what you need to report it.

So detecting cheating, I mean, this is huge. I mean, you could probably spend a whole hour just on this, but I briefly want to cover a couple of . . . so you can detect cheating in exams by the same method I gave you earlier for preventing cheating.

Proctoring students, so copying or using unauthorized . . . is observable. And once something's observed, have people write whether it's, the TA's or yourself, have them write your observations down immediately before they forget.

When marking exams, note when a student has given you the right answer for the wrong version for the exam. Use different versions, and they've somehow managed to give you the right one for the wrong version. That's a clear way to detect cheating, or when marking exams, have your graders each grade a page or question on every single exam, so they can detect unusual similarities. And this also promotes more consistent grading between exams, so it's a win-win situation.

Use the strategy for grading homeworks and assignments as well. Instead of having one TA grade all the homeworks in her section, have the TA's grade all the homework. TA 1 grades question one. TA 2 grades question two, etc.

Finally, of course, use plagiarism detection software . . . students can plagiarize more easily with technology, so you should use technology to not only detect plagiarism but to find the suspected source, which is traditionally the most time you spent on detecting plagiarism, is trying to figure out where they plagiarized. Because you can tell when you read a paper, but then you have to figure out where they plagiarized from, so that can cut down on the amount of work for you.

Waterloo asks what you suggest is the best practice for training proctors. That's an excellent question, and I'm not sure I have the best answer for you yet. I would love to be able to have a, I think a best idea is to have a team of proctors who will, who can proctor any exam, and they get special training, and, in fact, even have t-shirts. If anybody does this idea, let me know. That where they actually have matching t-shirts with an academic integrity thing or something on it.

But you need to train them. You do need to train them on vigilance, on attending to what they see, how do they respond when they see somebody cheating, that type of thing. But I, that's something we need to develop more of, actually, is best practice for proctor training.

Albany asks, what do you think about peer proctors? Do you mean undergrads proctoring undergrads? I think that's a lot of stress for

undergrads. I think that we have it at UC San Diego, because we have to, because we don't have enough grad students in some disciplines to do it. I think it's a lot of stress and pressure.

So we do talk to them about the ethical dilemmas of that, how, what if your roommate's in the class, or what if your roommate's, you see your roommate's boyfriend cheating, and we talk through them, those special ethical dilemmas that they might face, and what we can do to resolve them. So I think we have to pay particular attention to the burden that we're putting on those undergrads when we ask them to proctor their peers.

Okay. You've detected cheating, so how do you respond? Well, it's one thing if you detect cheating while grading. Right? You can pull yourself together. You can have your anger fit or your . . . or your expletives, and then make a decision what to do.

But when you detect cheating in progress, that's a little bit more difficult, so the first thing you need to do is stop the behavior. There's a lot of sense of people letting the behavior continue, but if you see the cheating happening, then students are seeing the cheating happening, and it's degrading the morale of the classroom . . . exam. So stop the behavior.

Let the student continue the exam though. Okay. A lot of people make the mistake, and they kick the student out. You have to assume they're not, you know, you have to give them the benefit of the doubt. Stop the suspected behavior, but allow them to finish the exam.

Take the unauthorized aid, if they're using one, even if it's their own phone, take it. You can take it. Move them if they're copying from a neighbor. You can even take their exam from them, take a blank exam, cross out the questions they've already answered, and give them that new exam. And that way you can compare like how well they were doing before and afterwards, so that can help you have evidence of cheating.

If you can't give them a different exam, just circle them on the exam or indicate in some way the questions the student's already answered. And if they're copying from neighbor, note the name of the student from whom they're copying, because you'll want to be able to compare those exams. So, and then you have to gather the documentation, so that's part of it. Ask proctors for their observations, as I mentioned.

Here's some of the standard documentation that you need to have, your syllabus, your academic integrity policy, which you hopefully have, the assignment prompt, if it was a paper and assignment, the student's paper

highlighted with suspected sources. So this is all, of course, for plagiarism. Turn it in report, if you do turn it in.

For an exam, you generally want to have these types of things. Again, it depends on what kind of cheating you detected, but these are kind of standard documentation pieces.

Okay. So this is it. This is my last slide. So continue to have the questions coming in, because we'll have about nine minutes to talk about them. The last thing I want to say is that if we do not leverage the cheating moment, the moment of ethical failure for learning, we've lost a prime educational opportunity.

We all learn best from our failures, but usually only if someone helps us, because, otherwise, we'd rather not remember our failures let alone learn from them. So what better way for future graduates to learn about ethical and professional conduct than to fail at it while they're a student?

So how can you, as a professor or an institution, leverage the moment for learning to teach the student about the importance of professional ethics. First, you can talk to the student. You can call attention to their action as an ethical failure and relate it to professional ethics.

Yes, it may have been a, quote, unquote, mistake, which is what they'll always say or an error in judgment. But that is the nature of the ethical failure, so we should not simply go along with the student as he attempts to brush it off as not a big deal.

Second, as the instructor, you can likely require additional education. Perhaps you could require the students to take a citation workshop if they had plagiarism issues or write a reflection paper about professional integrity.

If you heard about the case a few months back at the University of Central Florida, you heard the professor address the entire class with a lecture about cheating. While he did an admirable job, he missed the prime opportunity to make the link to professional ethics. And considering he was speaking to business students, the landscape was rich with examples to be harvested.

Finally, the institution ideally will have a systemic approach to education for all students who violate academic integrity standards, so that it is not your sole responsibility, and so the education doesn't vary from professor to professor.

At UC San Diego, Kansas State University, University of Oklahoma and others, many students are required to take an academic integrity seminar in which they engage in reflection on their violation and develop new ways of acting and resolving ethical problems in the future.

I'm going to be assessing ours this year, but for the last three years, we've been getting very good reviews from students, and it has made a difference for a lot of them. And the thing that they most often say is, why hasn't anybody talked to us about this ever before?

So that's it for me. So, well, we'll take some more questions, and I hope you found this helpful and learned something today. So Albany College asked if I would address the mother in your first example? No. Unless the student, you know, gave me permission. But I did work with the student to try to encourage her to address her mother in these circumstances and to not give her papers to her mother anymore. But, no, I wouldn't directly talk to the mother.

Maryland has . . . grade many university students, in fact, I know Simon Fraser does in Canada, for example, and an academic integrity seminar, yup, so they can remove the . . . I think Kansas State does the same thing.

Is there any research to show how well either the . . . or the seminar works to decrease such behavior? Okay. So there is no empirical raw research that I've ever seen. I think, like I said, I'm going to be assessing my seminar this year including reaching out to students who've taken it six months to a year ago to assess their learning.

Truth be told, I've had some repeaters. I've had some students who violate the policy again even after being in my seminar. And I talked with one, and I said, why, you know? Did I fail you? Did the seminar not work well?

And he said, truthfully, the first time I cheated, because I didn't read the syllabus. And so I had it in my mind that as long as I read the syllabus, I would be fine, and so I didn't really take the seminar seriously. I didn't listen to you. And now I know that if I had listened to you, I wouldn't be in this situation again.

So, of course, you can't reach everybody. But you know, I have had some repeated reports from students that have gone through seminar that they have changed the way in which they approach their schoolwork, their ability to say no to their friends, all sorts of good feedback like that, and I hope to share that information after this year once I've been able to collect

. . .

We don't do the . . . grade. I'm not sure on that at all, actually, how I feel about that, what I think about that. What about contradictions between if you read it, cite it, and style guides that we use? Confusing. Not sure that I understand that. Maybe, Waterloo, you can type a little bit more.

Colorado. Did you talk about issues with returning and posting exams? Yeah. I did, but briefly. So I just, I basically, I said that if you return or post exams, you know that they're, be prepared that they're going to be mass distributed across the Internet, and that if you repeat that same exam, you're, some students will have access to it.

Well, technically, all students have access to it, but some may only know they have access to it. And so you're automatically creating an unfair environment in which some students feel they have an edge over others. And so if you're going to return and post your exams, know that they're going to be out there, so you might as well post them for eternity, and make them available to all students and tell your students where they are, and how they can get a hold of them. That's the only way that that is going to be fair.

I don't think faculty should return exams. I hear faculty say all the time, well, the students complain that they learn from their exams, and if I don't turn them back, they don't learn. I have not seen any studies to prove that they do that. I highly doubt that they do. I think, instead, the few, the minor few that would actually use their mistakes on their midterms to study for their final, will come see you during office hours.

Again, it's hard to learn without sitting down and talking to someone about it. So you keep the exams, and you make them come to you or your TA's to, quote, unquote, learn from them.

Waterloo clarified their thing about if you read it, cite it. They said many disciplines have a different approach than if you read it, cite it. Several style guides would suggest a different approach. Interesting. I've never seen a different approach to if you read it, cite it.

I mean, there's different approaches to how you cite it. Right? But I, yeah, I think I'm missing something there. I'm not quite sure how a style guide would tell you not to cite it if you read it from somewhere else or got it from somewhere else. That's interesting though. I probably should look into that, I suppose.

Colorado asks about my comments, faculty misspeaks slide, and what would I suggest for an alternative to number one? What did I say number one was? Oh, about the, you can collaborate with, you can talk to others, but what you submit must be your own work in your own words.

Well, again, I tell students that, what I tell faculty is to talk to students about how, actually defining it, you know. Here's how you work with other people without cheating. So if you've been given a problem set to do, you don't sit down with your friends and go through each problem and do them together.

You don't split tasks, and one does one through five, and the other does six through ten. You struggle through them yourself, and you can ask your friend about concepts, the underlying concepts like, oh, I forget what gravity is, and I need to know what gravity is in order to solve this problem. What is gravity? And a friend can answer, or a friend can say it's on page 13 of the textbook or whatever.

But actually talking to them about the, how you do that, and then, also, of course, like I said, then cite your sources. Cite who helped you, who you worked with on that assignment. So I think it's actually giving them specific details about how you work with other people in an honest way about cheating. I hope that helps.

Azusa asks if there are several students in one class that cheat, would you ever involve the class in choosing the consequences? No. And the reasons for that, I can see the benefit of that, you know, bringing everybody in, the shared responsibility.

But at the same time, I would want the consequences to be established at the beginning and communicated at the beginning, so that students know what they're going to be if they cheat versus them being ad hoc and kind of maybe seem a bit unfair. So that's probably why I wouldn't do it that way.

I know we have a minute. Appropriate consequences for cheating. That's a good question. I didn't cover that in this one, because this is, this seminar, because this is for faculty versus for institutions, and I think this is an institutional decision, and it should be consistent across the institution.

I think that, briefly, I can say, I think for first violations, because K through 12 hasn't necessarily done a great job of teaching this topic, of teaching academic integrity, I think the first response should largely be educational, unless it's a very serious violation like getting someone else to take your exam for you.

But the majority we've seen, we say that the first response should be educational. If there's a repeat, and they've proven they haven't learned, then I think there needs to be suspension. And if they repeat again, I think there needs to be dismissal. But that all, what I just said depends, really,

on the egregiousness of the violation. You know, plagiarizing a paragraph versus handing in a paper that somebody else wrote for you has to have a different response to it, because the difference in the egregiousness and also the deliberateness of it. We have more questions, but I think, Rob, are we out of time?

Rob Kelly: Yeah. I can forward those questions to you and then send your responses to the group.

Dr. Bertram Gallant: Sure.

Rob Kelly: Okay. Great.

Dr. Bertram Gallant: So keep typing more questions if you have them. Right?

Rob Kelly: In the next 30 seconds.

Dr. Bertram Gallant: Okay.

Rob Kelly: Yeah. Thank you all for participating. Your campus has received an e-mail evaluation form from us. Please fill it out and tell us what you think of today's programs, and what programs you'd like to see in the future. Complete information about our upcoming seminars and *The Teaching Professor* is available at www.magnapubs.com. Thanks again for joining us, and have a great day.