



teaching

A Recipe Book for Faculty

for integrity



INTRODUCTION

According to the International Center for Academic Integrity (ICAI), academic integrity is the courage to be honest, respectful, responsible, fair, and trustworthy even when it is difficult to do so.

At UC San Diego, we care about academic integrity because it is core to our teaching and learning mission. With integrity, employers, other educational institutions and society can trust that our assessments and degrees represent what we promise. With integrity, we help to ensure students are demonstrating their knowledge and abilities, and that we're honestly and fairly assessing their knowledge and abilities.

This recipe book for faculty provides strategies for creating classrooms of integrity at three different levels: 1) the Entry level includes strategies that take little time or expertise; 2) the Intermediate level includes strategies that take more time but little expertise; and 3) the Advanced level includes strategies that take more time and some development of expertise. Some strategies can be replaced with strategies at the next level (e.g., replacing standard syllabus statement with an original one), while others should be incorporated in all classrooms (e.g., role modeling integrity)

These recipes are intended to provide easy-to-use just-in-time training for faculty. They are not intended to replace in-person consultations, workshops or presentations. And, not every recipe is relevant to every class, discipline or classroom. So, instructors are expected to pick and choose what will work for their particular situations.

ENTRY LEVEL

10 Great Strategies Every Instructor Can Employ

The strategies included in the Entry Level are actions that may take a bit of time on the part of the instructor, but relatively little time in the grand scheme of things.

In addition to limited time, most instructors should already have access to the skills & tools needed to adopt these strategies.

And finally, these entry strategies constitute the bare minimum that should be done in a classroom to make cheating the exception and integrity the norm

Entry Level

10 Great Things Every Instructor Can Do

- 1 use standard syllabus statement
- 2 define cheating behaviors
- 3 list legitimate sources of help
- 4 teach honest collaboration
- 5 require integrity affirmations
- 6 role model integrity
- 7 secure sufficient proctors
- 8 deploy multiple exam versions
- 9 use Turnitin
- 10 report cheating when it occurs

#1 Standard Syllabus Statement

prep time

30 sec

Delivery

time

0

serves

the purpose of communicating the importance & meaning of integrity to your students

things you need

1

Standard syllabus statement (provided)

1

syllabus

Standard Syllabus Statement

“Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I’m about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don’t ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu” (Source: Academic Integrity Office, 2018)

here's how

- 1 Copy and paste standard syllabus statement into your syllabus
- 2 Give syllabus to students
- 3 Reinforce the statement on first class day with a verbal read-out

helpful notes

- ◆ Talking to students about integrity in addition to putting the statement in writing can be helpful
- ◆ Providing timely reminders of this academic integrity statement at assessment time (e.g., putting the statement on assessment instructions, on TritonEd, or on the screen) are useful. See also Recipe #5 for supporting strategy

#2 Define Cheating Behaviors

prep time
20 minutes

Delivery
time
20 minutes

serves

to inform your students what you do, and do not, consider cheating behaviors in your class (and on particular assessments)

things you need

1 set

instructions for your course assessments

1-6

learning objectives

1

Syllabus

here's how

- 1 Review your assessment instructions and learning objectives
- 2 Given #1, brainstorm list of behaviors that you believe would undermine the integrity of the assessments
- 3 Choose which behaviors need to be detailed for students
- 4 Choose a method to distribute/communicate that list to students

helpful notes

- ◆ Detail the list of behaviors that may be cheating in one class but not another, or might be unique to your class or situation. For example:
 - ◆ aids allowed during exams (hint: don't call them "cheat sheets"!)
 - ◆ working with others on assessments
 - ◆ open books, open notes exams
 - ◆ when work crosses from "working with others" to cheating
 - ◆ copying answers from solutions manuals (yes, some professors accept this!)
- ◆ You can include the list of behaviors in the syllabus and repeated on assessment instructions or front pages of exams/tests
- ◆ Make sure behavior is clearly communicated. Avoid vague or conflated statements such as "you can talk with others but you must do your own work in your own words" or "don't cheat" or "open book, open notes"
- ◆ SPECIAL NOTE: If you do not want your exams, assignments, or other course materials distributed, put a copyright notation on every single thing you handout or post for students. Then, add the distribution of your intellectual property as a prohibited behavior.

#3 list appropriate sources of help

prep time
15 minutes

delivery
time
0 minutes

serves

to inform students that all sources of help are not the same and to steer students away from inappropriate help (e.g., online “tutors”, freelance sites, friends)

things you need

1
syllabus

1 or more
Assessment instructions

1
Access to on-campus learning resources. See <http://commons.ucsd.edu/students/index.html>

here's how

- 1 Look up the UCSD and departmental learning resources for students at <http://commons.ucsd.edu/students/index.html> and by talking with your department's student affairs manager
- 2 Assess which learning resources are appropriate for your students to use and for which assessment.
- 3 Include in your syllabus, a list of legitimate sources of information/help. Don't forget to include you and the students on your instructional team!
- 4 Include assessment specific resources on each assessment (if applicable)

helpful notes

- ◆ Students are used to using whatever resources they can find to help them get their work done. They are not often able to distinguish between "good" and "bad" sources of help or what actually constitutes help vs. doing
- ◆ Pointing students to UCSD resources who are trained to help students in appropriate ways without violating integrity standards is one of the easiest ways you can help reduce cheating in your class

#4 teach honest collaboration

prep time
20 minutes

delivery
time
3 minutes

serves
to educate students how to collaborate
with others honestly

things you need

1

Online Collaboration Tutorial (provided)
<https://moodle.ucsd.edu/mod/scorm/view.php?id=197>

1 or more

Assessments

1 or more

Instructions for collaboration for each assessment

here's how

- 1 Review your assessment prompts clearly articulate the expectations you have for how students will work (or not work) with others on each particular assessment
- 2 If students are allowed to “work with others” require them to acknowledge the help that they’ve received. That way, if two students submit work that is “too similar”, you can have a conversation with them about them crossing the line between talking together and doing together, grade them down but not have to label (or report) it as “cheating” (if there was no dishonesty/deception). To do this, we recommend using/adapting the following statement:

“you may speak with others about this assignment and consult with any references you chose, but you must acknowledge everyone and everything that you consulted while thinking about, drafting or completing the assignment. You can use an acknowledge section on your title page or you can use a footnote or endnote style of citing. What is most important is that you give credit to the people and resources that helped you come up with the ideas, thoughts, words, etc., in your assignment. And if you have any questions about this expectation, it is your responsibility to ask the Instructor or TA” (Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)
- 3 If you use/adapt the above statement, don’t forget to cite it!
- 4 To ensure student understanding, require students to take the online Collaboration tutorial and submit the earned badge to you as proof of their completion.

helpful notes

- ◆ It doesn’t hurt to talk to your students about collaboration “in the real world” or in your discipline. Correct their myths and misperceptions
- ◆ Share with the students how you collaborate with others
- ◆ While not an entry level strategy, it is also very helpful to ensure that your standards for collaboration on every assessment match the learning objectives for that assessment. This helps to explain to students WHY the standards exist.

#5 Require Integrity affirmations

prep time
5 minutes

delivery time
10 minutes

serves
to reduce cheating behaviors by reminding students of integrity before starting or submitting an assessment

things you need

1
Integrity pledge
<http://academicintegrity.ucsd.edu/take-action/promote-integrity/faculty/excel-with-integrity-pledge.pdf>

1 or more
assessments that students will be submitting

here's how

- 1 Print sufficient copies of the Integrity Pledge for all students to sign and submit at the beginning of the quarter OR email aio@ucsd.edu to ask for an online pledge to be set up for your class
- 2 Add a reminder to your assessments about the integrity pledge. For example, “As a class, we each affirmed that we would engage in our work with integrity. Before you begin this assessment, please remind yourself of that pledge. Then, write on the assign-
- 3 Craft a short 2-3 minute explanation to give to students at the beginning of the quarter regarding the signing and submission of the pledge. For example, “As stated in the syllabus, academic integrity is critically important to the University, to me and to this class. I suspect it is also critically important to many of you. Thus, we are requiring an actual pledge to integrity from everyone in this class. You’ll make the initial pledge now, at the beginning of the quarter, using this form. And then on each assessment, you’ll affirm that commitment to integrity. Whenever you do something in relation to this class, you should ask yourself “are my actions upholding the values of integrity –honesty, respect, responsibility, trustworthiness & fairness—and our my actions aligned with this pledge of my integrity?”
- 4 Put a statement in your syllabus and on every assessment/assessment instructions that assessments submitted without an affirmation of integrity will not be graded.
- 5 Have instructional assistants monitor that each student affirms their integrity on each assessment and bring it to your attention when a student has failed to do so

helpful notes

- ◆ On out-of-class assessments that are submitted in hard copy in class, have them write, sign and date the assessment before handing in
- ◆ On out-of-class assessments that are submitted online, add a “check box” for students to affirm their integrity before submitting
- ◆ On in-class assessments, have the students affirm the pledge on the front page before beginning the assessment

#6 role model integrity

prep time
30 minutes

delivery
time
0 minutes

serves

to demonstrate to students that integrity is expected in any profession while creating mutual expectations and establishing a shared culture

things you need

1

Set of your lecture slides

1 or more

Assessments

1

Syllabus

here's how

- 1 Review your course materials (syllabus, lecture slides and course handouts) to check for evidence of the fundamental values of academic integrity: respect, responsibility, fairness, trustworthiness and honesty. For example:
 - Are students provided with sufficient information to plan out their quarter (e.g., due dates, timelines)?
 - Do the course materials include accurate citations and references?
 - Have you articulated policies for things like attendance and late work so that they are known and can be enforced equitably?
 - Are your assessment instructions understandable?
 - Are the learning objectives stated clearly and linked to class activities and assessments?
 - Are the methods for contacting/meeting with you and your instructional team reasonable for all students (including those who are “non-traditional”)?
 - Is there sufficient time between assessment submission and grading to give students feedback before subsequent assessments?

helpful notes

- ♦ Evaluating your own course materials for values of integrity can be difficult. The Academic Integrity Office Director (Dr. Tricia Bertram Gallant, tbg@ucsd.edu) and student peer educators (aio@ucsd.edu) are available to provide feedback on your course materials regarding clarity. Feedback from the peer educators can be especially helpful since they can provide you with honest feedback from a student perspective!

#7 Secure sufficient proctors

prep time
5 minutes

cooking
time
10 minutes

serves

to reduce cheating temptations & opportunities in exams, as well as demonstrate to students that you care about academic integrity

things you need

1

Outlook or other email server

1 or more

proctors

here's how

- 1 You should have 1 proctor (including yourself) for every 30 students, ideally, or maximum 50 students.
- 2 Communicate with your Readers, Tutors & TAs that an essential part of their job responsibilities are to proctor all quizzes, tests, and exams. Ensure that they are well aware of the schedule and communicate with you in Week 1 regarding any conflicts they have (e.g., conflicts with their own exams)
- 3 If you know you will have insufficient proctors, email the Student Affairs Manager or Graduate Coordinator in your department (correct person depends on department) to ask for additional proctors. Give them the dates, times and locations of your exams
- 4 When thinking about proctor needs, also consider the number of Office for Students with Disabilities (OSD) accommodation requests you might receive. Many of these accommodations (e.g., time and a half on exams) will also require proctors.
- 5 Train your proctors, including the additional ones, on how to effectively proctor exams. If you'd like the AIO to do that training, please contact us at aio@ucsd.edu

helpful notes

- ◆ UCSD's Academic Senate mandates that instructors are "physically present in the examination room for the entire final examination, except in special cases when an exam is given in more than one room". See the policy at <https://goo.gl/SnVMsk>

#8 Deploy Exam Versions

prep time
20 minutes

Delivery
time
20 minutes

serves

to reduce the temptations and opportunities for cheating by copying from a neighbor; also aides in detection of copying

things you need

1

Bank of existing examination/quiz questions

here's how

- 1 Open an excel worksheet.
- 2 Copy your exam questions into column A
- 3 In column B, row 2, type =RAND() and hit enter.
- 4 Copy B2 into every cell in column B for as many rows as you have exam questions
- 5 Sort smallest to largest in column B. This will give you the order of questions for Exam Version 1.
- 6 Copy and paste the questions into your word doc or whatever other program you're using
- 7 To create Exam version 2, press F9 and excel will randomly generate new numbers. Sort from smallest to largest in column B to get the second order of questions.

helpful notes

- ◆ The steps above are the easiest way to create multiple versions of the same exam by simply putting the questions in different orders, making it more difficult for students to copy from a neighbor
- ◆ You can choose to notify students of these different versions (by, for example, printing them on different colored paper) or not
- ◆ Other ways to create multiple exam versions include: a) developing a bank of questions based on learning objectives so you can select different questions for different exam versions, or b) changing the values or examples in the questions (see Intermediate Level)
- ◆ Deploying exam versions with assigned seating (recipe #3) can help you prevent and detect cheating

#9 use turnitin

prep time
60 minutes

delivery
time
15 minutes

serves
to identify potential academic integrity
violations in your out-of-class, written
assessments

things you need

1
Access to tritoned.ucsd.edu and turnitin.com. See <http://blink.ucsd.edu/faculty/instruction/tritoned/use/assessments.html#Create-a-Turnitin-assignment>

1 or more
Out-of-class written assessments

here's how

- 1 Follow the instructions at <http://blink.ucsd.edu/faculty/instruction/tritoned/use/assessments.html#Create-a-Turnitin-assignment> for creating a Turnitin assignment in TritonEd
- 2 In step 13 at <http://blink.ucsd.edu/faculty/instruction/tritoned/use/assessments.html#Create-a-Turnitin-assignment>, choose “yes” to exclude quoted materials from similarity index. Keep all other answers to “no”.
- 3 Teach/remind students about proper citation. We suggest telling students “if you read it or heard about it from someone else, cite it!” And, we suggest that you don't worry so much about citation formatting—most of our graduates will never need to know how to cite via MLA or APA standards. But, all of our graduates will have to know how to give credit where credit is due and how to engage in honest communication. If you think your students need help with citation, you can have your students complete an online module through the library. Just ask a librarian for help at <http://libraries.ucsd.edu/ask-us/request-library-instruction.html>
- 4 Let students know that they will be submitting all of their written assignments into Turnitin and tell them what Turnitin does— “when you submit your paper to Turnitin, it compares your paper to every other paper in its database and anything found online in order to look for similarities between what you wrote and what other people have written. Turnitin then highlights those similarities and indicates them to me and the TAs. We then review to see if any of the similarities indicate a problem with your paper—specifically if you have copied from another student, from the internet or from any other source without proper citation. If you do this, it is called plagiarism and it will be reported as an academic integrity violation. If you are unsure what this means, seek out our help”
- 5 Once papers are submitted, review all of the papers via the Turnitin Reports. Go to <http://blink.ucsd.edu/faculty/instruction/tritoned/use/grading.html#Use-Turnitin's-Feedback-Studio> for more information. It's easy to view the similarity report, look for any plagiarism

helpful notes

- ◆ If you need help reading and understanding Turnitin reports, contact Dr. Tricia Bertram Gallant at tbg@ucsd.edu

#10 report cheating

prep time
5 minutes

delivery
time
5-60
minutes

serves

to leverage the cheating moment as a teachable moment, and to maintain a culture in which cheating is the exception rather than the norm

things you need

1

Access to online report form—https://ucsd-advocate.symplicity.com/public_report

here's how

- 1 When you have determined that you cannot honestly and fairly evaluate a student because you think they may have engaged in cheating or plagiarism, you should report the situation to the Academic Integrity Office (AIO)
- 2 Gather the documents that caused your suspicion (e.g., student's & neighbor's exams; turnitin report) as well as other documentation that provides contextual information (i.e., course syllabus, assignment prompt)
- 3 Write out your description of what you have seen that has led you to believe that an academic integrity violation may have occurred. See <http://academicintegrity.ucsd.edu/files/Sanctioning-Guidelines.pdf> for a listing of typical academic integrity violations.
- 4 Gather statements from others (e.g., Readers, Tutors, TAs) who may also have information about the suspected academic integrity violation.
- 5 Complete the Instructor's Report form at https://ucsd-advocate.symplicity.com/public_report and attach all of the supporting/relevant documentation
- 6 Wait to hear from the AIO who will keep you informed throughout the process. If the quarter ends before the situation is resolved, give the student an X for a grade.
- 7 Once the situation is resolved, the AIO will notify you that it is resolved and the student's grade can be submitted.

helpful notes

- ◆ For more information on the process, go to <http://academicintegrity.ucsd.edu/process/after-report.html>
- ◆ At UC San Diego, we leverage the cheating moment as a teachable moment. This means that most students reported for violations are given AI Training and a chance to learn and change their behaviors. Some students are suspended or dismissed for academic integrity violations. See <http://academicintegrity.ucsd.edu/files/Sanctioning-Guidelines.pdf> for the University's sanctioning guidelines.
- ◆ Faculty can give whatever academic sanction you determine appropriate for a violation in your class. We suggest having a consistently applied policy. For assistance with this, see <http://academicintegrity.ucsd.edu/process/Faculty-to-Faculty%20Advice%20on%20Academic%20Sanctions>



Teaching for Integrity:
A Recipe Book for Faculty

The Top 10 Entry Strategies

There's always more to learn!

For one-on-one consultations or training sessions,
contact Dr. Tricia Bertram Gallant at
aio@ucsd.edu or 858-822-2163