Promoting Academic Integrity:
Steps Instructors can take to Prevent Cheating and Plagiarism
and
Best Practices for Handling Cases of Academic Misconduct

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• Become familiar with the Academic Integrity Code to understand the policy and its procedures,
• *Include the following new statement about the Academic Integrity Code in all course syllabi:*

> **Academic Integrity Code**
> Students in this course are required to adhere to Pace University's Academic Integrity Code. The Academic Integrity Code supports honesty and ethical conduct in the educational process. It educates students about what constitutes academic misconduct, helps to deter cheating and plagiarism, and provides a procedure for handling cases of academic misconduct. Students are expected to be familiar with the Code, which can be found under "University Policies" in the Student Handbook.   Individual schools and programs may have additional standards of academic integrity. Students are responsible for familiarizing themselves with the policies of the schools, programs, and courses in which they are enrolled.

• Raise awareness about the new policy and clearly communicate expectations of academic honesty at the beginning of each course and before each exam,
• For course assignments, give specific written instructions about acceptable use of sources, documentation styles, collaboration with other students, and guidelines that will help students understand the standards and expectations of academic honesty in your courses,
• Direct students to the web pages of the Pace Library that offer information about different documentation styles and how to avoid plagiarism: http://libguides.pace.edu/c.php?g=63872&p=410843
• Use Turnitin to deter and detect plagiarism in students writing assignments,
• If you suspect that a student has committed plagiarism in a writing assignment, use the internet and the library to check sources cited by the student and to find sources that are not adequately cited,
• Require that students print out and attach to their papers all internet sources that they use to carry out research and complete their writing assignments,
• Reduce students' anxiety about exams by clarifying the general content and format of each exam in advance,
• For exams, course instructors have found that the following practices reduce student cheating:
    - develop new exams each semester,
    - if possible, seat students at least one seat apart in the exam room,
    - ensure that all paper, books, and other items are removed from the test-taking area before an exam (unless the exam is an open book exam),
    - for very large classes, require that students bring their student IDs to an exam and have proctors look carefully at each student, his/her ID, and the name on the exam,
    - use assigned seating to avoid friends sitting together,
    - ask students to set aside their tablets, cell phones, and smart watches in a different area of the classroom,
    - make sure that there is no writing on the desks prior to the distribution of an exam,
    - remind students about the rules of taking an exam (no talking, etc.)
    - distribute different versions of an exam, for example, with the questions in a different order,
    - monitor students carefully during exams,
    - instruct students to hand in all written work (such as scrap paper) produced during an exam,

- if part of an exam is open book or involves collaborative work, require that students use a different booklet for each part of the exam,
- if a student leaves the exam room to use the bathroom, require that he/she use a new exam booklet upon returning to the room (so that the work produced during the first part of the exam can not be changed),

- During an exam, attend immediately to any student conduct that you find suspicious. Even if you are not certain about the nature of the conduct, ask students to move to different seats in the room. This precaution works best if it is done immediately and with as little disturbance as possible. When asking students to change seats, state that the request is not an accusation of cheating but just a precaution that may help create a less distracting environment for all students taking the exam (source: Illinois Univ. website, classroom environment, dealing with cheating),

- If you observe academic misconduct during an exam, use your judgment to determine whether it is better to address it with the student immediately or to wait until the end of the exam. The other students completing the exam need to concentrate on their work and it is best not to create a distraction. If a student's seat can be changed without creating too much disturbance, this might be a good idea. If you discover that a student is using information written on a desk, you could ask him/her to change seats (you can take a picture of the desk after the exam is over). If you observe that a student is using an extraneous piece of paper with notes on it as a cheat sheet, it might be best to ask for the paper immediately (but quietly). In many cases, even if academic misconduct occurs, it may be advisable to allow the student to finish the exam. This makes it less likely that the event will escalate to a public confrontation between you and the student in the middle of an exam. The substantive discussion between you and the student about what happened should take place after the exam is over. Even if the student fails the exam because he/she was found to be cheating, it doesn't hurt to allow the student to complete the exam (taking an exam is part of the learning process). Also, it may turn out that the student is innocent, so it may be better to allow the student to complete the exam.

- When an instance of academic misconduct occurs, keep good records. Document the circumstances as much as possible, write a description of the incident, record the names and observations of witnesses, and keep records of all communications and e-mail with the student. Maintain copies of evidence and always include dates in your records,

- Speak with your colleagues about Academic Integrity, share best practices for deterring cheating and plagiarism in your academic area, and discuss steps to take when infractions occur,

- Include information about the Academic Integrity Code in orientation material for new faculty members,

- If you have exam proctors or teaching assistants and they discover a case of academic misconduct, provide support for these colleagues. Learn the facts surrounding the case and help them submit the reporting form to the Chair of the Academic Conduct Committee,

- Discuss the Academic Integrity Code in meetings with your student advisees to reinforce the importance of academic honesty in the learning process and raise student awareness of the potential serious consequences of academic misconduct,

- Study the Academic Integrity Code and its procedures from a student's point of view. This may help course instructors promote awareness of the policy in discussions with students and help faculty advise students who have been accused of academic misconduct.

- If you have suggestions about additional ways to promote Academic Integrity and to improve the Academic Integrity Code, please send your comments and suggestions to the Office of the Provost and the Chairs of the Academic Conduct Committees:

    Westchester: Prof. Maryellen Martirano, Mmartirano@pace.edu
    New York City: Prof. Lisa Farber, Lfarber@pace.edu

Thank you for supporting the new Academic Integrity Code policy at Pace University.