

Your discussion of academic integrity with students should start the first day of class and continue until the last assignment is submitted. It is too late to start the conversation when you are dealing with a suspected violation.

1. Your syllabus is the foundation for a semester long conversation about academic integrity. Be sure it includes ASU's academic integrity policy, resources for learning appropriate behaviors, expectations for each assignment and examples of inappropriate behavior.
2. Discuss the policy with students on the first day and share what this means for their behavior in your class. You may want to use a video or material from the Graduate College or Provost web pages.
3. Highlight material from the Graduate College web page and other ASU resources that apply to your class and assignments to educate students about specific issues and the nuances of plagiarism.
4. Be clear and specific about your expectations and standards for the assignments in your class. Provide examples of the behavior that may violate standards and positive models of completed work.
5. Discuss critical concepts of academic integrity for your discipline. What constitutes:
 - Fair use?
 - Transformative vs. derivative work?
 - Intellectual property rights?
 - Copyright violations?
 - Plagiarism?

Don't assume students know what these issues are for your discipline. You may find that students and faculty have very different ideas.

6. Discuss unintended mistakes by students and that instructors cannot judge the intentions of students.
7. Ask your students questions to generate discussion:
 - Why is academic integrity important?
 - What are the benefits of following the rules?
 - What kind of individuals do they aspire to be?
 - How would our society benefit from people following the code?

Students will likely remember this conversation. Would they trust a doctor that cheated through Medical School? An engineer that builds bridges?

8. Talk about behaviors that are unacceptable. Ask students which behaviors are ambiguous to them. Discuss why students may unintentionally violate standards and how to prevent this?

9. Discuss the consequences and sanctions of violating the ASU policy. Ask what they think happens to students who engage in inappropriate behavior? Let them know some of the consequences to students (see sanctions web page).
10. Ask students how they think academic integrity may differ by professions? by cultures? by countries? (Use resources on cross cultural differences found on the Graduate College Web page.)
11. Discuss specific issues related to integrity and ethics in your profession. What famous examples from your profession should you discuss?
12. Request your students' help and encourage them to let you know if they are aware of any kind of violation in your class. Knowing (or observing) cheating and not reporting it is itself a violation of academic integrity.
13. Each time an assignment is due, discuss specific issues related to appropriate behavior (i.e., citations, group work, in class exams, homework problems, use of images, etc.).
14. Let students know you are willing to address their concerns or questions about academic integrity during class or during your office hours if they are reluctant to talk about them in class.

References:

The Academic Integrity Handbook for Instructors and Teaching Assistants. (2009-2010). Deborah Eerkes, Office of Student Judicial Affairs, University of Alberta. Used with permission August, 2010. Retrieved March 5, 2010 from <http://www.uofaweb.ualberta.ca/TIE/>

Oklahoma State University (n.d.). Tips to prevent cheating. Retrieved April 15, 2010 from <http://academicintegrity.okstate.edu/doc/aistopcheatingtips.pdf>