Academic integrity:

Prepare a skit demonstrating how to ensure academic integrity for the following scenarios:

A. Final exam, during the exam you notice a student is copying work of another student, a student is looking for an answer by checking a text message...how can you prevent cheating on exams?

Demonstrate proctoring procedures that will help cut down on cheating.

B. Grading exams/labs:
   What are signs that someone has cheated on an exam, lab or homework?
   What should you do if you notice an exam or lab is exactly like that of another student?

Resources: http://www.oscai.umn.edu/integrity/faculty/faq.html

Q: What should I do if I suspect a student is responsible for scholastic dishonesty? See (http://www.oscai.umn.edu/integrity/faculty/dishonesty_report.pdf) for a detailed description of what you can do. The short version is:

1. Talk to the student and find out from the student’s perspective what happened. Tell him/her what you suspect or think, even if the student disagrees with your assessment. Ask for details about his/her perceptions.
2. If you think the student engaged in scholastic dishonesty, assign an appropriate sanction (your syllabus may dictate what you do in this case) and tell the student what you are going to do. Also tell the student you will be sending a report to our office.
3. Fill in the report form and send it to our office via e-mail or to Rm 211 ApH, 3505 (211 Appleby Hall, 128 Pleasant St. SE, Mpls. MN 55455).

Q: What proof is needed that a student cheated? A: You do need to have some evidence that cheating has occurred, however, you do not need "proof." The University’s standard of proof is "more likely than not" that the student has cheated. In other words, if you have two quizzes from students who were sitting right next to each other and when graded you find they are identical—even the wrong answers—then it is “more likely than not” that these two students cheated. Or if you discovered that a student plagiarized a paper by doing a search on Google, or a similar search engine, then it is again “more likely than not” that the student cheated. If you are unsure, please call our office to consult or talk to a fellow colleague in your department, such as your Director of Undergraduate Studies or Director of Graduate Studies, to get another opinion.

Cheating on assignments or examinations

In cases where two assignments are overly similar, make a copy of both and mark those elements. Signs that an assignment has been copied include:

- Certain wrong answers match between two assignments.
- When labels given to diagrams, etc. are identical, but not common to the class.
- A student with a test “B” has answers for the multiple-choice test that match test “A.” The students sat next to each other during the test. You or a TA observed odd behavior, such as sitting at an odd angle, repeated glancing at a particular spot, rustling papers, whispering, etc., or another student reports such behavior.
It can also be helpful in cheating cases to ask a colleague to review the tests against each other as well as some tests you are not questioning, with all names removed, to see if they observe the similarities.

1. **Proctoring Exams**

The purpose of proctoring is to make the students as comfortable as possible in the stressful environment of taking an exam. You can achieve this goal by:

- being familiar with the test and prepared to be fast, friendly and helpful when students have questions;
- going over the exam with the professor before it is given to determine what help you may or may not give;
- announcing to the whole class any answer for an individual student's question that you feel might be generally helpful. It must appear to all students that you are not showing any favoritism;
- being helpful in explaining the meaning of words or situations to foreign students;
- walking around the class so that it is easy for shy students to ask you a question;
- protecting the students from the small minority of students who try to cheat.

**Before the exam starts:**

- TAs given the assignment of proctoring will pick up exams from Office Room 148.
- If the course to be proctored is 1xxx level, the TA must pick up exams 15 minutes before the class begins; 3xxx and 5xxx class exams should be picked up 10 minutes prior to class time. Distribute tests according to the professor's instructions.
- Also, be sure that you are clear about what the professor wants you to do if you feel that cheating is occurring during the test.

**At the start of the exam:**

- Read any special instructions from the professor to the class.
- Explicitly tell the students what materials they may use and may not use (i.e. calculator, textbooks, etc.). This may mean reading the exam's instructions aloud to the class.
- Be sure the students are sitting every other seat. Watch for people who insist on sitting diagonally behind someone else. You may want to explicitly state where the students can store their backpacks, books, etc... (for example: underneath the chair.)
- After you are sure all student materials are properly stored, you should pass out the exams as efficiently as possible. Students are very frustrated if it takes more than two or three minutes to distribute the tests to the entire class. One very efficient system is to hand stacks of exams to students at multiple places in the class and have the students pass them around while you remind them to do so quickly.
- Announce when the exam is scheduled to end. You should also write it on the board.

**During the exam:**

- **Count the number of students in the room. Check your count with your partner.**
- Write the time remaining on the board at least every five minutes. Announce when there are 5 minutes left.
It is important that you remain active. This will let the students know that you are not too busy to help them and it will discourage cheating. Quietly and unobtrusively, walk around the room watching the students work. Do not just sit in the front of the room.

Try to answer a student's question as quickly and as quietly as possible. Try not to disturb the other students. If you get asked the same question several times, announce your answer to the class and write it on the board.

Today's calculators can store an enormous amount of information and some can exchange information with other calculators over a short distance. Watch for students who are overusing their calculators.

If you do suspect that someone is cheating, discretely explain your reasons to your proctoring partner and both of you should watch for the behavior.

If you both are reasonably sure that cheating is occurring, carry out the instructions from the professor in charge of the class. (Prior to the exam, ask the professor what he/she wants you to do when cheating occurs.)

If you both are not reasonably sure that cheating is occurring, but you still suspect that it might be, you can move the students involved.

Do not engage in pleasant conversation with your proctoring partner. If you even smile, students think that you are laughing at them. Many students have complained about proctors who are laughing during exams. Remember exams are deadly serious for your students.

At the end of the exam:

Watch for students who use the commotion of the end of the exam to cheat. It is effective to have the students remain in their seats and pass their papers to the end of each row for collection before any student is allowed to leave the class.

Count the number of exams received and compare it to the number of students at the exam.

Check the room for lost items - some of them might be "cheat sheets."

After the exam is complete, bring ALL tests back to Room 148. Count the number of tests again and enter the necessary information into the Proctoring Book. Place all extra exams in a separate pile to be picked up by the professor.