**Resources**

**-- When Students Violate Academic Integrity Standards**

When students cheat – and there are so many ways they can cheat – we often find ourselves in a dilemma. We want to hold the student to rigorous standards of ethical behavior and at the same time, we don’t want to see them self-destruct over a single moment of panic. Do we report it – officially—and what effect will that have on the student’s records? Fear not – the system at SSU is remarkably humane ….unless your student proves to be a serial violator who does, indeed, deserve dire consequences.

There are many excellent articles to help us understand the differing points of view of students and professors about what cheating is. If you want to consider some of these aspects see:

<https://www.insidehighered.com/news/2021/12/07/what-students-see-cheating-and-how-allegations-are-handled>

or

<https://www.gse.harvard.edu/ideas/16/07/why-do-students-cheat>

Quickly – how many ways to cheat??? Countless -- but listed below are a few of the most common.

--**Assignments that don’t inspire**  --As a K-12 educator with deep tech roots, I used to ask the teachers if the assignments they gave were the real problem. Could I (if I were the student) generate/download a response with no need to actually engage with the content or come to any original conclusions? (Bloom’s Taxonomy). Was the work entailed in the assignment not relevant to appropriate content learning? Would the work itself be a learning exercise and could I, as the teacher, make sure that students understood that? If not – maybe the first way to deter cheating is to have more engaging and challenging assignments.

**-- Failure to cite sources** – often this is a result of poor K-12 training and/or unfamiliarity with the easy-to-use footnote/works cited programs available to them rather than deliberate “cheating.” Most common response of instructors – simply require the student redo and resubmit the work with all citations and/or create another submission. If the instructor made sure (do you use rubrics?) that students understood the requirement and had access to support, then it may be considered more deliberate. Depending on how little your student understands these requirements, you might refer him/her to the Mary Walsh Writing Center <https://www.salemstate.edu/academics/college-arts-and-sciences/english/mary-g-walsh-writing-center>

Resources there include:

* [Faculty Resources](https://libguides.salemstate.edu/WritingCenter/faculty)
* [Online Writing Labs (OWLs)](https://libguides.salemstate.edu/WritingCenter/owls)
* [Teaching Tools and Guides](https://libguides.salemstate.edu/WritingCenter/teaching)
* [Rubrics and Feedback](https://libguides.salemstate.edu/WritingCenter/rubrics)
* [Collaborative/Group Writing](https://libguides.salemstate.edu/WritingCenter/collaborative)
* [Mechanics and Correctness](https://libguides.salemstate.edu/WritingCenter/grammar)
* [Writing Center Journals](https://libguides.salemstate.edu/WritingCenter/Journals)

**--Using AI to generate work**:. There is no getting around the fact this is being done. Hints for detecting AI? <https://www.technologyreview.com/2022/12/19/1065596/how-to-spot-ai-generated-text/> or <https://www.pcmag.com/how-to/how-to-detect-chatgpt-written-text> You may also have spoken to students about the temptations of AI and why using it is unethical. I welcomed students to use AI for certain projects with additional requirements such as including the PROMPT which they used and adding a short critique of the work generated. Real clarity on when and how to ethically use these new tools is important.

**-- Download from the internet**. If a student is willing to pay money, it’s possible that they may buy a completely untraceable, original work that fits your course requirements. Done. There are plenty of sources out there and unemployed PhDs willing to write for your student. But more often our students tend to download easily detectable (sometimes they even forget to fix odd formatting) work that usually doesn’t quite fit your assignment requirements.

Why do they do this? Often there are misisunderstandings about what cheating is, panic when an assignment is due, inability to plan time well, etc. All SSU academic integrity policies are available at <https://records.salemstate.edu/policies/academic-integrity-regulations> and are clearly spelled out at <https://records.salemstate.edu/sites/default/files/policies/Academic%20Integrity%20Policy%20%26%20Research%20Integrity%20Policy%20Update.pdf> The form which you fill in for a student who has violated Academic Integrity can be found at <https://cm.maxient.com/reportingform.php?SalemStateUniv&layout_id=3>

I dealt with many examples of cheating, almost always the results of misunderstandings. I dealt with them in class, having the student redo/resubmit the work and, quite honestly, being highly alert to that student’s work for the rest of the semester. My one experience of a serious, purposeful violation was very positive. I followed the procedure and can say that reporting helps the student to understand the seriousness of the action they have taken. The instructor has several options, if this is the first instance of academic integrity violation for how to treat the violation including if this student has had previous violations reported. In my case, I chose to have a student completely redo the work and we simply moved on. Options for the instructor are part of the reporting process. The record of the violation is then kept in student records (but does NOT appear on transcripts) for five years. Any further violations obviously increase the consequences but if the student has a one-time “mistake”, in five years, the incident is removed from that student’s permanent record. It seems like the perfect combination of treating this as important and serious and not treating it as an earth-shaking event that should haunt a student all his/her life. I would emphasize that it IS important to report these violations. Ethical behavior Is a foundation for most of our adult, professional work and the reporting process helps to make the student aware of the seriousness.