Teaching Practices that Promote Academic Integrity and Academic Excellence

Academic integrity is fundamental to the pursuit of academic excellence. The following teaching practices, drawn from the AU faculty and the professional literature, can help to promote integrity, cultivate excellence, and prevent dishonesty.

Setting the Tone
- Include a strong statement about the Academic Integrity Code in the course syllabus.
- Discuss the relevance and importance of integrity to your work; share a personal experience or anecdote about intellectual honesty/property.
- Set high standards; articulate clear expectations; give meaningful assignments; make fair assessments.
- Foster and model the Center for Academic Integrity's (www.academicintegrity.org) Five Fundamental Values: **respect, trust, responsibility, honesty, fairness**.
- Get to know students and their work, personally.
- Include a syllabus statement on the meaning of grades and standards applied to each.
- Define types of academic dishonesty and challenge students to think about how they would handle situations that might lead to or constitute an integrity violation.
- Model the scholastic enterprise: asserting an original voice while respectfully dialoguing with others.

Information Skills
- Direct students to resources for learning about proper citation guidelines, research tools and Fair Use issues (e.g., Academic Support Center, Writing Center, AU Web sites).
- Partner with the Library to help enhance information literacy, or research skills.
- Incorporate information literacy skill-building exercises into curricular assignments.

Paper Assignments
- Give specific paper topics.
- Request specific components in the paper (e.g., minimum articles, books; an interview).
- Require several stages in the paper writing process (thesis topic discussion, annotated bibliography, outline, drafts, oral presentation, etc.).
- Review and give feedback on the various stages of the paper assignment.
- Involve the class in peer review of each other's work, including a "signoff" by readers.
- Conclude major paper assignments with a "metalearning" essay (reflecting on what the student learned in the writing process) and/or a brief oral presentation on the topic.

Other Practices
- Give frequent, smaller assignments rather than "all or nothing," high stakes assignments.
- Avoid unnecessarily scheduling deadlines at major crunch times (e.g., last week of term).
- Integrate ethical dilemmas into the curriculum, as they relate to the discipline.
- Emphasize critical thinking vs. rote memorization.
- Share previous tests to demonstrate exam styles/expectations and types of answers; engage class in debate of possible answers to possible questions.
- Vary assignments/exams from semester to semester.
- Require groups to keep work-logs and to assess each other, including self-evaluations.
- Define clearly the course standards for collaboration (group work, editing, tutoring, etc.).