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To Cheat or not to Cheat: Changing the Question

TRACY HALMI, MA
Associate Teaching Professor of Chemistry, Penn State Behrend

MATTHEW J. MIO, PhD
Chair and Professor of Chemistry and Biochemistry, University of Detroit Mercy

LAURA E. PENCE, PhD
Professor of Chemistry, University of Hartford

CARMEN GAUTHIER, PhD
Chair, SOCED and Professor of Chemistry, Florida Southern College

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Which of the following best describes you?

- Undergraduate student
- Graduate student
- Instructor
- Administrator
- Other (Let us know in the questions box)

* If your answer differs greatly from the choices above tell us in the chat!

Cheating...

- is not a new problem
- is a complex issue
- has become more visible and more challenging over past several years
WHAT YOU WILL LEARN

• Components of the fraud and integrity triangles

• Approaches for advancing the values of academic integrity

• Efforts that support a culture of academic integrity in chemistry

Context:

• Reports of students cheating

Action:

• Reports are investigated
• Educators seek to eliminate the opportunities to cheat

Results:

• Students are punished
• New opportunities to cheat arise
What impacts of cheating have you seen? (Check all that apply)

- Students losing credit for assignment/exam
- Students failing courses
- Students being dismissed from institution
- Instructors becoming frustrated
- Lower stakes assessments being implemented

* If your answer differs greatly from the choices above tell us in the chat!
To Cheat or not to Cheat: Changing the Question

**Audience Survey Question**

How is academic integrity communicated from faculty to students?

(Check all that apply)

- Define cheating
- Lay out the penalty for cheating
- Share past examples of misconduct
- Convey the importance of honesty
- Discuss the value of professionalism

* If your answer differs greatly from the choices above tell us in the chat!
REFRAMING THE STORY

Improving academic integrity in chemistry programs involves…

• conveying what academic integrity is and why it is important
• understanding students’ perspectives, pressures and rationalizations
• supporting students, faculty, and departments
• focusing on changing behaviors, approaches, mindsets, and cultures

Where have you turned for resources and guidance regarding academic integrity? (check all that apply)

• Colleagues
• Institutional resources (academic affairs, teaching and learning centers, etc.)
• Literature
• American Chemical Society
• Other professional associations

* If your answer differs greatly from the choices above tell us in the chat!
To Cheat or not to Cheat: Changing the Question

Laura E. Pence
University of Hartford

• Honesty
• Trust
• Fairness
• Respect
• Responsibility
• Courage

International Center for Academic Integrity, https://academicintegrity.org/

Focus on academic integrity:
• Clearly and regularly articulate how a culture of academic integrity supports students’ achieving their goals
• Promote the positive aspects of academic integrity

Focus on learning:
• Re-envision pedagogy to include demonstrated competencies and learning outcomes so students have opportunities to practice, make mistakes, and learn from them.
• Create and promote support services that encourage student success such as tutoring centers, writing labs, counseling services, accessibility services, etc.
RESOURCES

Download the resource list for...

- Reports and articles about academic dishonesty and integrity
- Approaches for assessment and other aspects of academic integrity
- Resources for ethics education
- Ethical & professional guidelines

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