

Academic Integrity Instructor Checklist

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The process

- I have read the University's policy on academic integrity
- I know who to contact to report cases of academic dishonesty
- I know the potential consequences for students

My course

- I have clearly referenced in my syllabus where to find the University's policy
- I have clearly stated my expectations to students (verbally and on paper)
- In class, I have discussed the importance of integrity beyond the classroom
- My assignments line up with my course objectives and learning outcomes
- I reiterate my expectation often and for each type of assignment

My students

- Have completed the University's tutorials on academic integrity
- Know that I think everyone can succeed in my class with integrity
- Know that I value their work
- Know I value academic integrity in my class
- Understand the purpose of my assignments
- Are encouraged to take ownership of their learning

My assignments

- I provide clear examples of what is considered cheating for each assignment type in my class
- I scaffold large assignments
- I use multiple versions of the exam when possible
- I give ample time for students to answer
- I use authentic evaluations, using less passive recall and more application, evaluation, and analysis
- I encourage students to seek clarification about assignments when needed

