TIPS FOR INSTRUCTORS:
HOW TO MINIMIZE CHEATING AMONG YOUR STUDENTS

1. **General Principles:**
   Research has shown that students tend to cheat in situations where any of the following conditions exist:
   - There is a good opportunity (cheating is easy to do)
   - There is a small likelihood of getting caught
   - If caught, the penalties are light
   - Faculty (instructors and the administration) appear to take a casual or lenient attitude towards cheating.

   Please note: As an instructor, you have power over all of the above factors and therefore can significantly affect the prevalence of cheating.

2. **Specific tips to minimize cheating on tests:**
   - (a) Clearly communicate your attitude and policy towards cheating at the start of the course.
   - (b) Ensure that tests are fair and that students are informed in advance about format, coverage, and how to prepare.
   - (c) Adjust the test design (e.g. types of questions, layout of exam paper) and the test environment (e.g., seating) to make cheating more difficult.
   - (d) Ensure that students cannot get test questions beforehand.
   - (e) Be serious and vigilant while proctoring (if someone else does it, try to ensure that the person will be conscientious).
   - (f) Do not allow students to use their own dictionaries (paper or electronic).
   - (g) Avoid open-book tests whenever possible, and never use take-home tests.

3. **Specific tips to minimize plagiarism on written assignments:**
   - (a) Clearly communicate your attitude and policy towards plagiarism at the start of the course.
   - (b) Explain what plagiarism is and how to avoid it.
   - (c) Assign specific topics (don’t leave them open for the students to choose).
   - (d) Assign fresh topics (invent original scenarios or use current events) not likely to be covered by pre-written papers.
   - (e) Don’t give assignments that are beyond the students’ capabilities.
   - (f) Mandate a specific format (question/topic sequence, headings and subheadings, etc.) to make copying and pasting more difficult.
   - (g) Mandate specific research sources.
   - (h) Require submission of assignments in stages (actual work in progress, not outlines).
   - (i) Include in the assignment an application to a personal experience, specific class discussion, or local event.
   - (j) Include questions on the written assignments on exams.
   - (k) Change assignments every quarter.