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