Student Academic Integrity Guidelines for Teaching Staff[1]

This report provides guidelines for teaching staff at Bilkent University regarding student academic integrity. The following guidelines are not meant to be exhaustive but nonetheless aim to greatly support staff in preventing and detecting student academic integrity issues.

Convey basic message on integrity

Every semester teaching staff should convey upfront the basic message on academic integrity. Students have to be made aware that courses are not meant to merely assign them grades but are a means to improve their understanding on a subject matter and to prepare them for the next phases of their education and eventually, their careers.

State clearly what is expected and acceptable

In line with the university policy, teaching staff should clearly state upfront and in writing what is expected and acceptable in course assignments each semester. References to the related documents on student academic integrity should be provided on course web pages and syllabi. Examples of what to do and what to avoid should also be laid out for each faculty, program and course. While students may have been taught what constitutes plagiarism in other/previous classes, please keep in mind that may not always transfer these skills from one course to another, especially if they are different in 'nature'. While it may be acceptable in some disciplines to memorise aspects of what is taught, other courses may rely entirely on expressing oneself in one's own words (be it creative and/or research-based). It would therefore be helpful if you could spell out what constitutes cheating and/or plagiarism in the context of the specific course that you are teaching.

Determine appropriate workload

Teaching staff should judge impartially the level of their classes, give assignments accordingly and avoid assignments and exams that are too difficult. They should make themselves available to guide students who are struggling with their assignments.

Use appropriate evaluation instruments

Teaching staff is encouraged to benefit from appropriate evaluation and assessment instruments which render exams "uncheatable". Specific instruments and methods may include:

- Use of frequent, low-stake assessments

- Assignments and exams requiring research, reasoning, analytical thinking and problem solving instead of memorizing

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[1] These guidelines draw on the report titled "Improving Student Academic Integrity at Bilkent University" (January 2019) prepared by the Student Academic Integrity Committee composed of H. Tolga Bölükbaşı (POLS), Uğur Doğrusöz (CS) -

- Assignments and exams designed to measure fundamental knowledge of the course content and students' thinking ability, refraining from overly high expectations of students

- Increased contribution of in-class assessment methods (e.g. in-class participation, presentations, in-class essays) to the overall course grade

- Use of open-book/notes exams when appropriate (but see above the need to advise students regarding what constitutes plagiarism in a open-book/note examination)

- Assignment of group projects and presentations

Follow protocol and enforce rules on violations

Teaching staff should enforce rules of conduct during examinations and also during laboratory sessions. Action to help prevent potential misconduct include preparing the classrooms for exam seating, asking for a video recording of the exam, clearing desks and forbidding the use of electronic devices. The number of proctors should be based on student count so that an ideal examinee-to-invigilator ratio is maintained during examinations, including laboratory sessions. It would be helpful if Faculties/Departments could offer some sort of training for incoming proctors (or a set of guidelines).

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