

# A Quick Introduction to Academic Integrity

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# Who we are:

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# What is an Ombuds?

- Designated neutral / provides conflict resolution
- Standards of Practice: Confidentiality, Neutrality, Informality, & Independence

# Types of Issues

- Academic
  - Academic Misconduct
  - Dropping/Withdrawal
  - Faculty/Advisor Competence
  - Registration/Grades
- Non-Academic
  - Housing
  - Financial Aid
  - Title IX

# When to call...

- Any of the aforementioned issues
- Giving bad news to a student
- Checking university policies/procedures
- High conflict students
- Group presentations

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# **Academic Integrity**

# Why is this an issue?

- The numbers!
  - 36% admit to plagiarizing from internet
  - 38% admit to plagiarizing from written work
  - 14% admit to fabricating bibliography
  - 16% using false excuse to delay taking test
  - 33% learning what is on a test ahead of time

# The media/news... role models

## Harvard details suspensions in massive cheating scandal



By Martine Powers and Katherine Landergan | GLOBE STAFF AND GLOBE CORRESPONDENT FEBRUARY 02, 2013

CAMBRIDGE — More than half of the roughly 125 Harvard University students were suspended by the college's disciplinary board for cheating on a take-home exam. The students were temporarily withdrawn, school officials announced.

## Air Force Fires 9 Officers in Scandal Over Cheating on Proficiency Tests

By HELENE COOPER MARCH 27, 2014

WASHINGTON — The Air Force said Thursday that it had fired nine officers and accepted the resignation of the commander at Malmstrom Air Force Base in Montana as it continued to deal with a [widespread cheating scandal](#) among the men and women entrusted with the launching of intercontinental ballistic missiles.

January 14, 2014 by Charles Huckabee

## Chicago State U.'s Interim Provost Is Accused of Plagiarism

The University of Illinois at Chicago is reviewing the dissertation of Chicago State University's interim provost, Angela Henderson, amid allegations that parts of it were plagiarized, the *Chicago Tribune* reported. Ms. Henderson, who became interim provost in July, received her Ph.D. in nursing from Illinois-Chicago in August.



# High School Attitudes



- 57% - Don't think copying a few sentences without proper credit, sharing test answers, or getting answers from someone who had taken the test is cheating.
- 53% - Think cheating is "no big deal."
- 98% - Have let others copy their work.
- 34% - Say their parents never talked to them about cheating

# Top Predictors of Cheating

- Knowledge of cheating;
- Strong neutralizing attitudes;
- Extrinsic (vs. intrinsic) motivation



# Common Rationalizations

- Everyone cheats, so it can't be wrong.
- In the real world, cheaters prosper and honest people lose.
- If my professor grades on a curve, I have to cheat to protect myself since it is certain that other students will cheat.
- I have so much work, I simply don't have time to study

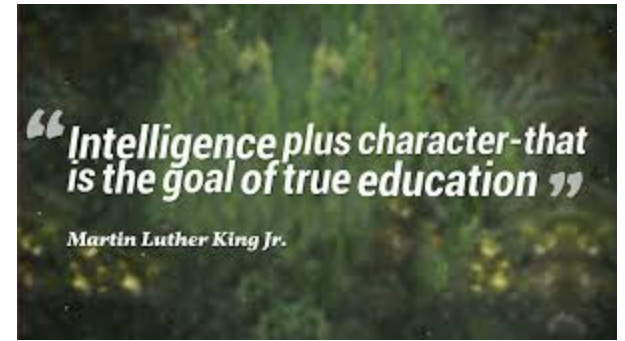
# Common Rationalizations

- It doesn't matter if I cheat in classes that aren't important because I'll never need to know that stuff.
- The class is simply too difficult and I can't get the grade I need if I don't cheat.
- When I cheat, no one gets hurt. If anything, I'm only cheating myself.

# Common Rationalizations

- I only cheat a little bit, like writing down formulas, and I don't do it all the time. I'm basically an honest person
- It's okay to cheat on pop quizzes, because those aren't fair. The professor is just trying to trick us or punish us.

# Faculty Perspective



- Faculty believe it is their responsibility to uphold integrity.
- Faculty struggle with consistency and follow through.
- Faculty struggle with understanding process & appropriate sanctions

# Why the struggle?

- Non-uniform definitions of academic dishonesty;
- Variation in perceived severity
- Many prefer to handle dishonesty on their own
- Implement a variety of punishments
- Difficult to compile evidence
- Too much effort to take action



**The policies...**



# Integrity of Scholarship & Grades Policy

- Revised in 2014/2015;
- Reviewed every five years;
- Changes took effect in semester FS15.

# Integrity of Scholarship & Grades Policy

## Integrity of Scholarship and Grades

(All-University Policy)



(Note: This policy is not applicable to students in the MSU College of Law degree programs. The Law College follows American Bar Association requirements and the Law Student Rights and Responsibilities document, <http://grad.msu.edu/lsrc/>.)

The following statement of university policy addresses principles and procedures to be used in instances of academic dishonesty, violations of professional standards, and falsification of academic or admission records, herein after referred to as academic misconduct.

1. The principles of truth and honesty are recognized as fundamental to a community of scholars. The university expects both instructors and students to honor these principles and, in so doing, to protect the validity of university education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic and admission records, adherence to unit-approved professional standards and honor codes, and completion of original academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principle of academic integrity, instructors should exercise care in planning and supervising and proctoring standards appropriate to the design of assignments.

2. If an instructor alleges a student has committed academic misconduct, the instructor is responsible for taking appropriate action. In the instructor's judgment of a specific instance, the instructor may assign a penalty grade. A penalty grade may be a reduced assignment or a reduced grade for the course. [For more information, see [Student Rights and Responsibilities \(SRR\) 11.1](#) and [Integrity of Scholarship and Grades \(GSRR\) 8.1.18](#).]

3. When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must complete and submit an Academic Dishonesty Report (available on the Registrar's Form Menu under Instructor Systems). The report will be sent to the student, the student's dean, the Dean of the Graduate School (for graduate students) or Dean of Undergraduate Studies (for undergraduate students) and be added to the student's academic record provisionally. It will remain in the student's record unless: a) the student successfully grieves the allegation; b) the instructor filing the report requests it be removed; or, for undergraduates only, c) upon conferral of their degree if only one report has been filed, the student has successfully completed the required course on academic integrity, and no additional sanctions were requested.

4. When completing the Academic Dishonesty Report, if the instructor gives a failing grade in the course, the instructor may request the student's academic dean to impose sanctions in addition to the failing grade.

5. When in the judgment of the student's academic dean, a sanction in addition to a penalty grade is warranted (e.g., dismissal from a unit or program), the dean may call for an academic disciplinary hearing. In calling for an academic disciplinary hearing, the student's academic dean may act independently or in response to a request from the student's academic dean.

6. In cases involving undergraduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student's academic dean will refer the case to the Dean of Undergraduate Studies. The Dean of Undergraduate Studies will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. (See [SRR 7.V](#).)

7. In cases involving graduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student's academic dean will inform the student and then refer the case to the Dean of the Graduate School. The Dean of the Graduate School will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to discuss the hearing process. (See [GSRR 5.5](#).)

8. Either party may appeal a decision of an administrative disciplinary hearing or a disciplinary hearing board to the appropriate appellate board. (See [SRR 7.VII](#), [GSRR 5.4.12](#), and [MSRR 5.8](#).)

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# Spartan Code of Honor

- Implemented in FS16
- Student initiated
- <https://honorcode.msu.edu/>

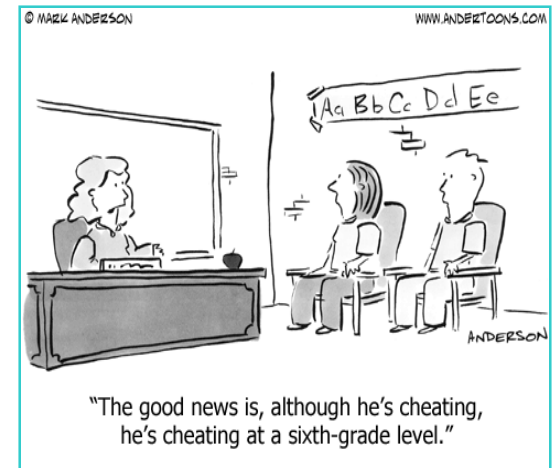


# Training on Integrity

- AOP/POP
- Syllabi
- Responsible Conduct of Research (RCR)
- Mentoring

# Student Misconduct @ MSU

- Academic Dishonesty Report
  - Penalty grades;
  - Appeals/Hearing board process
  - Underreported



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# **Best Practices... Response**

# Response

- Academic Dishonesty Report
- Communication
- Process
- Classroom Policies vs. Academic Dishonesty

# What is an ADR?

- Management tool
- Allows student to grieve/appeal
- Only seen by four people
- Delete upon graduate if only one offence
- Kept if multiple

Academic Dishonesty Report	
Shannon Lynn Burton	Wednesday, 9/28/2016
<ul style="list-style-type: none"><li>• This form is to be filled out by the instructor-of-record in cases of course-based academic dishonesty, violations of professional standards, and falsification of academic records. (See ISG Policy.)</li><li>• The use of this form is limited to instances in which the instructor-of-record is applying a penalty grade of any type for academic misconduct.</li><li>• Please complete all requested information.</li><li>• <b>The student and the student's dean will receive a copy of the report electronically.</b></li><li>• <b>Access to this report is limited to the student's Associate Dean, a designee, or the instructor-of-record submitting the report (see Academic Dishonesty Report Archive on the Instructor System Menu).</b></li><li>• If following submission you wish to have a form removed from the student's file, please send an email to the Dean of Undergraduate Studies or the Dean of the Graduate School.</li></ul>	
Semester F516	Subject Course Section ▼
<p>You are not listed as a faculty instructor for the term selected. Either select another term or <a href="#">Return To the Instructor Menu</a></p>	
<a href="#">Return To Instructor Menu</a>	



# Preponderance of the Evidence

- Evidence which indicates that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing evidence



# Reactions to Difficult Conversations



# What do you discuss?

- The allegations of academic dishonesty
- The process they will follow
- Possible routes the process could take
- The student's response to the allegations
- Resources for the student to access

# How do you discuss?

- Expectations Reality Based
- Listen Respectfully
- Work on Misperceptions
- Keep Emotions in Check
- Document & Verify
- Maintain Eye Contact
- Support the Person (Not Position)

“ Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. The factor is ATTITUDE.

-WILLIAM JAMES

”

# Sanctions & Penalties

- Academic Integrity Assignment
- Grade Reduction on Assignment/Exam
- Grade Reduction for Course
- Recommendation for Additional Sanctions

# Student Appeal Process

- First – to you!
- Second – to your chair/director
- Third – Can request a hearing (not guaranteed)
  
- Can appeal sanction or event



# What happens to the student?

- No notation on transcript
- Soft hold
- Academic Integrity Course – Online
- Deleted if no other instance



# Questions?

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