

ACADEMIC INTEGRITY

WHY FACULTY DON'T REPORT?

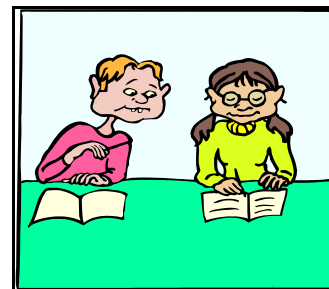
THE OFFICE OF
JUDICIAL AFFAIRS
ADMIN BUILDING 218
EXTENDED ZIP 0031
924-5985
judicialaffairs@sjsu.edu

Survey says.....

Research projects conducted by Donald L. McCabe of Rutgers University (founder and first president of Center for Academic Integrity), have had disturbing, provocative, and challenging results, among them the following:

- On most campuses surveyed, over 75% of students admit to some cheating. In a 1999 survey of 2,100 students on 21 campuses across the country, about one-third of the participating students admitted to serious test cheating and half admitted to one or more instances of serious cheating on written assignments
- Internet plagiarism is a growing concern on all campuses as students struggle to understand what constitutes acceptable use of the internet.
- Faculty are reluctant to take action against suspected cheaters. In a 1999 survey of over 1,000 faculty on 21 campuses, one-third of those who were aware of students cheating in their course, in the last two years, did nothing to address it. Students suggest that cheating is more likely in courses where it is well known that faculty members are likely to ignore cheating.

1. Believe it will ruin the student's academic career.
2. Fear of retaliation.
3. They do not know how to file a report with the Office of Judicial Affairs.
4. Believe that handling it on their own is enough punishment.
5. The process is too long and involved.
6. Persuaded not to—sympathetic to the student.
7. They do not know that the university has an academic integrity policy.
8. Believe nothing will happen if it is reported.
9. Believe that reporting violations to the academic integrity policy is not part of the job.



WHY STUDENTS CHEAT?

1. **Ignorance** - lack of understanding about what constitutes as plagiarism.
2. **Careless note taking** - students tend to do their work at the last minute.
3. **Stress and competition** - pressures of work loads, difficult classes, competition to get into graduate school along with not having any extra time.
4. **Lack of buy-in to the educational enterprise**- students do not believe that all the hard work is really required for a degree. Some were forced to go to college because of their parents. Some students go to college because all of their friends are attending.
5. **Cheating in self-defense**- so many students are cheating and getting away with it that the non-cheaters feel left at a disadvantage.
6. **Perceived cheating by authority figures**- role models from parents and politicians to businessmen and women are sending the message that it is ok to lie, cheat, cover up and even plagiarize.
7. **Lack of perceived punishment**- they believe that everyone is cheating and getting away with it.
8. **Students are natural economizers**- they are interested in taking the shortest route. That is why they often ask questions like "will this be on the test"? That's why there is an increase of papers bought off of paper mills.
9. **Some students fear that their writing ability is inadequate**- they fear that their work isn't going to be good enough to receive the top grade.
10. **Some students do not believe professors actually read research papers**- many papers are returned back with just a grade. There are no questions, comments, marked misspellings, and or evaluative comments at the end. Students perceive all of these facts to mean that the professor did not read the paper.

Help define and support campus-wide academic integrity standards. Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although faculty members should be the primary role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern—not only to identify repeat offenders, and apply consistent due process procedures, but to affirm the shared values that make colleges and universities true communities *Ten Principles of Academic Integrity* By Donald L. Mc Cabe and Gary Pavela

Resource for Detecting Plagiarism

www.turnitin.com

San José State has a master account. Contact Willy Simon at the Center for Faculty Development at 924-2303

PRESENTATIONS

The Chief Judicial Affairs Officer (Debra Griffith) is available to do presentations for your class.

Topics include:

- The University Judicial Process
- The Student Code of Conduct
- Academic Ethics

Please call 4-5985 to schedule a presentation.



BROWN BAG LUNCH MARCH 18, 2004

TOPIC: Help I don't think my students know what ACADEMIC INTEGRITY means and I don't know how to handle all the policy violations in my class.

12:00pm—1:00pm

Location: IRC 101

This newsletter was developed to assist faculty in dealing with the increasing lack of academic integrity on this campus. Contributions and suggestions are welcome. Please contact the Office of Judicial Affairs with your comments at 4-5985 or at judicialaffairs@sjsu.edu.

I SUSPECT MY STUDENT HAS CHEATED NOW WHAT?



The hard part is confronting students that you suspect have violated the academic integrity policy. If you ignore the incidents that occur, we will find it near impossible to maintain the university's standard for academic excellence. Here is an overview on how to handle students who may have violated the academic integrity policy in your class.

- Gather all of your supporting documentation.
- Request to meet with the student in private. It may be beneficial to request a third party (another faculty member) be there to take notes and also to be a witness.
- Request that the student bring a copy of his/her rough work and his/her reference materials to the meeting.
- Prepare for your conversation with the student by writing out some questions and also being prepared for how the student is going to respond.
- Keep the original copy of the assignment/test/quiz. The student asks for his/her work back; provide his/her with a duplicate copy.
- Do not assign a grade or grade penalty to the assignment until you have met with the student and you have determined whether or not the student is going to accept responsibility for the violation.
- Inform the student that you have concerns with the assignment and you would like to discuss it. If more than one student is involved, meet with each student individually.
- If you have identified the sources yourself, have them available for reference during the meeting.
- From this meeting you should get a sense of how the student constructed the assignment or that he/she did violate the academic integrity policy.
- If the student admits to violating the academic integrity policy, the instructor may then assign a grade penalty. If the student denies violating the policy but the instructor is convinced otherwise and has the documentation to prove otherwise the instructor has the following options for academic action:
 - Lowering the grade for the assignment/test/quiz
 - Giving a F grade for the assignment/test/quiz
 - Lowering the students overall grade
 - Failing the student for the class
 - Fill out the reporting form for violations to the academic integrity policy and attach documentation.

**SEND THE "REPORTING FORM" TO THE OFFICE OF JUDICIAL AFFAIRS
ADMIN BUILDING, ROOM 218 EXTENDED ZIP 0031**

- The instructor will be notified by mail when the Office of Judicial Affairs has met with the student. The instructor will not be notified of the action, due to FERPA guidelines.
- When referring a case to the Office of Judicial Affairs, faculty are reminded that the burden of proof is on the faculty member to demonstrate that the violation has occurred.