

# **ACADEMIC INTEGRITY AT WU: MYTHS AND REALITIES**

**Thursday, January 12, 2012**

## DISCLAIMER

- ❑ The views expressed in this presentation do not constitute legal advice.
  
- ❑ Be a conscientious consumer of information.
  - Be thoughtful and critical of new processes and procedures that you learn about from others.
  - Be aware of the contextual dynamics of your campus.
  - Seek multiple points of view as you learn about new developments in the field.
  - Not every new idea, program, or policy is applicable, transferable, or appropriate for your campus.
  - Be mindful of the larger culture and climate of your own/home institution.
  
- ❑ If you choose to use the design, concepts, content, themes, or other intellectual property, please give appropriate attribution to Tamara L. King, J.D. at Washington University in St. Louis.

## YOUR PRESENTER



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Undergraduate Studies at Penn State  
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## TOPICS TO BE COVERED

- This session will examine the common myths about the cheating culture on campus.
- This session will examine some data regarding academic misconduct cases at Washington University.
- This session will explain the University's process for responding to allegations of academic misconduct.
  - Starting with each school's individual process
  - Covering the faculty's role
  - Ending with adjudication before the University Judicial Board (UJB)

## COMMON UNIVERSITY MYTHS

- Students at Wash U are smart; therefore, they do not have to cheat.
- Students at Wash U never get caught cheating.
- Faculty at Wash U do not care if students cheat. Nothing happens anyway!
- Faculty at Wash U do not report academic integrity infractions, they just handle it themselves.

## COMMON UNIVERSITY FACTS

- Students at Wash U are smart and still cheat.
- Students at Wash U get caught cheating.
- Faculty at Wash U do care if students cheat and something does happen!
- Faculty at Wash U do report academic integrity infractions. They allow the appropriate administrator to handle the incident according to the published process and applicable policy.

## SUMMARY OF ACADEMIC INTEGRITY CASES FALL 2007 THROUGH SPRING 2011

See handout.

Number of cases

<input type="checkbox"/> Fall 2007	17
<input type="checkbox"/> Spring 2008	13
<input type="checkbox"/> Fall 2008	3
<input type="checkbox"/> Spring 2009	18
<input type="checkbox"/> Fall 2009	5
<input type="checkbox"/> Spring 2010	23
<input type="checkbox"/> Fall 2010	4
<input type="checkbox"/> Spring 2011	33

**TOTAL 116 (8 semesters)**

# **SUMMARY OF ACADEMIC INTEGRITY CASES FALL 2007 THROUGH SPRING 2011**

Most common form of cheating at Washington University is plagiarism.

Second most common form of cheating is unauthorized collaboration or improper work group.



## WHY FACULTY SHOULD FOLLOW THE UNIVERSITY PROCESS

- All students should be afforded the “**due process**” the University says we will give them.
  
- At a bare minimum they are entitled to:
  - Notice of the allegations set forth against them
  - And
  - The opportunity to be heard on those specific allegations
  
- Faculty are intimidating to students and have an enormous amount of perceived “power or influence” over the students.

## UNIVERSITY PROCESS

### First Step

Faculty member observes, teaching assistant or another student reports an alleged violation

Faculty member has an obligation to investigate the allegation

A common example: Cheating on a test by copying your neighbor's answers.

Get both original tests and do some comparing

See which student is doing better academically in the course

Speak with TA or GA about any observations they have

## UNIVERSITY PROCESS

### Second Step

- Faculty member reports the incident to the appropriate administrator
  
- Administrator has a conversation with the accused student
  
- Student will admit or deny the allegation
  - Most will admit the violation
  - For those that deny it, they have an opportunity to be heard

## UNIVERSITY PROCESS

### Third Step

- Faculty member and administrator talk about the incident and potential outcomes
- Case is scheduled for a hearing (based upon the procedures outlined)

## UNIVERSITY PROCESS

### Fourth Step

- Case heard and decision rendered
- Decision maintained in student's permanent academic file in their respective school
- Decision reported to the Judicial Administrator for permanent record keeping in a central location

## UNIVERSITY PROCESS

- ❑ **SERIOUS CASES** will be referred to the University Judicial Board
  - ❑ The faculty member or his or her designee will be called to testify on behalf of the University
  - ❑ The faculty member will be asked what they believe the appropriate sanction to be for the infraction
    - ❑ Make sure you consult with the appropriate senior administrator, department chair, or dean to ensure that you all are on the same page

## PROACTIVE OUTREACH – OFFICE OF JUDICIAL PROGRAMS/STUDENT CONDUCT

- Orientation Program** – “Choices” has academic integrity scenario that talks about deadlines, early preparation of writing assignments, and speaking with the professor when time constraints or deadlines are a problem.
- Don’t Gamble with Your Future Campaign** – educational outreach for all undergraduate students.
- Don’t Be Dumb** – peer lead educational outreach for undergraduate students. Series of posters which discuss student’s decision making.

## **PROACTIVE OUTREACH – WHAT FACULTY CAN DO**

### **Student Conduct Website (Faculty Resource Section)**

<http://studentconduct.wustl.edu/integrity/instructors>

**&**

### **The University Website**

<http://academicintegrity.wustl.edu/>



## PROACTIVE OUTREACH – WHAT FACULTY CAN DO

[Home](#) / [Academic Integrity](#) / Resources for Instructors

### Faculty

[Syllabus blurb](#) - sample blurb for an Arts & Sciences Course Syllabus. This can be modified for a course in any Washington University undergraduate college.

[Assignment cover sheet \(PDF\)](#) - Statement and signature for tests and assignments

[Examination Book cover \(PDF\)](#) - Statement and signature, above, formatted for the cover of examination books ("blue books").

[Strategies to Prevent and Detect Academic Dishonesty](#)

[Letter to Faculty Who Suspect Student Misconduct in an ArtSci Class](#)

### Advisors

[Discussion Topics for Advisors and TAs](#) - written for ArtSci, but can be adapted.

### TAs

[Information on Academic Integrity for TAs](#)

[Discussion Topics for Advisors and TAs](#) - written for ArtSci, but can be adapted.

## PROACTIVE OUTREACH – WHAT FACULTY CAN DO

### Syllabus

Should mention

in writing

your specific expectations

about their academic submissions and working groups

Reiterate the university wide policy for undergraduate students or your particular school's policy

Provide website where detailed information can be found

## PROACTIVE OUTREACH – WHAT FACULTY CAN DO

- Discuss it in the very first class and often thereafter** – Talk openly and candidly to your students about your expectations.
  - Why is academic integrity so important to you and the University.
  - What the potential penalty “could be”. If you will automatically fail them for the course, tell them that up front.
  - If they are in doubt about the parameters of an assignment or examination, invite /encourage them to ask you.
  - Advise them to assume nothing. Check with you to be certain
  - Advise them about your policy/grading for handing in assignments late.
  - Demonstrate it is always better to be upfront with the faculty member than to cheat.

## PROACTIVE OUTREACH – WHAT FACULTY CAN DO

**Physical layout of test taking rooms** – If your room is not large enough to accommodate an appropriate test taking environment, speak to someone about having a different room assigned in advance of the examination.

- Seat students, at a minimum, every other seat
- If you ask for student identification cards, have the student produce a second form of identification
- No hats
- No talking
- No phones
- Academic integrity statement signed by student for each assignment completed and every examination administered.

# WASHINGTON UNIVERSITY IN ST. LOUIS™

## *ACADEMIC INTEGRITY STATEMENT*

In accordance with the academic integrity policy of Washington University and the common practice of respect for others in our community, I submit this work, which is solely my own, for evaluation; any assistance from others or the use of another's work is duly noted and citations given within this work. If this work is an examination, I now state that I have not had prior access to this examination and in the course of this examination will not contact anyone, or use any other resources that have not been specifically noted as acceptable by the faculty member, and/or a designee, administering the examination.

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## PROACTIVE OUTREACH – WHAT FACULTY CAN DO

- ❑ If you show students that you take academic misconduct seriously, then they are potentially less likely to cheat.
- ❑ If you have an opportunity to discuss current events surrounding academic misconduct or ethical situations in class do so. It will put things into better context for students.
- ❑ DO NOT ASSUME STUDENTS KNOW WHAT YOUR OR THE UNIVERSITY'S EXPECTATIONS ARE.

## APPENDIX OF HANDOUTS

- University Student Judicial Code
- Washington University Undergraduate Student Academic Integrity Policy
- Summary of Academic Integrity Cases Fall 2007 through Spring 2011
- Don't Be Dumb (DBD) Flier on Academic Misconduct



# Q & A THANK YOU



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