

Academic Honesty

NDSU NORTH DAKOTA
STATE UNIVERSITY

College of Arts, Humanities, and Social Sciences
Policy & Planning Committee

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WHAT *DO* WE SEE?
A BRIEF OVERVIEW OF ACADEMIC MISCONDUCT

Joy Sather-Wagstaff, Assistant Professor
Department of Sociology and Anthropology

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“Common” Plagiarism

- “Cut and paste” portions from webpages, other web-based sources (Google Docs, scribd, “free essays”, etc.), e-books, and electronic journal articles
- Manual, verbatim copying of information from a physical source without attribution
- Turning in another person’s paper/assignment or part of a paper/assignment as one’s own
- Purchasing a ready-made essay online
- Having another person complete an assignment, paid or not (friend, family, roommate)
- Contracting a custom essay, assignment, or disquisition from a paper mill or “educational assistance” company

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“Common” Exam and Quiz Misconduct

- Copying answers from another person’s exam or quiz
- Bringing quiz or exam answers to class (cell phones or other electronic devices, crib sheets, hats/clothing items, drink containers)
- Accessing exam or quiz answers from another student via electronic devices or any other form of messaging (including body language) during a exam or quiz
- Sharing exam or quiz answers with other students outside of class
- Taking blank copies of exams or quizzes out of the classroom for use by other students (photographing exams, quizzes)
- Taking an exam or quiz for another student or having someone else take one’s exam or quiz

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Other: Intentional Deception, Fabrication, and Sabotage

- Recycling written work from one class for submission in a different class
- Intentionally providing incomplete, incorrect, or made-up citation/reference information for a source
- Inserting random in-text references that have no relevance or link to what is actually in the essay body
- Falsifying data or general information in a paper
- Falsely claiming to have submitted work, quizzes, or exams or other misinformation to an instructor regarding work
- Preventing other students from completing their work (destruction of materials, group wiki and blog deletions)

PREVENTING PLAGIARISM OR, ENCOURAGING HONESTY

Amy Rupiper Taggart, Associate Professor
Department of English

8 Findings: Citation Project

- Students:
 - use summary very little.
 - represent sources shallowly: they choose simple sources and at best they capture the main claim, not how complex the source's treatment of a topic is.
 - handle indirect quotation badly—they cite as though they've consulted source B or pretend as though Source A said it.
 - grab from the front of a text. A huge majority of student citations come from pages 1-3 of a source.

8 Findings: Citation Project

- repeat claims rather than evaluating the argument.
- typically do not engage with complex texts. A significant majority of students choose sources to use in the text that are 1-3 pages.
- continue to patchwrite, weaving together badly or loosely cited source information that is not changed much from the original.
- don't show where source use begins and ends with signal phrases and contextual markers.

Teaching to Encourage Honesty

- Remember and perhaps even talk to your students about source use being complex and challenging to students nationwide
- Build in writing process & check in at stages
- Create unique assignments
- Teach the why and how of source use in your discipline
- Recognize good faith or partial efforts to use sources correctly as teachable rather than actionable

Teaching to Encourage Honesty

- Think about the tone you use (police officer or mentor?)
- “Don’t penalize the nonplagiarists” (Jenkins)
- Generally, avoid the plagiarism detection software
- Keep your policy clear and consistent
- When it’s clearly plagiarism, follow through

“Keep your priorities straight. I’m a writing instructor, not a detective. My primary responsibility is to help students learn to write better. Identifying and punishing plagiarists is, unfortunately, part of the job, but it is far from the most important part” (Jenkins).

Jenkins, Rob. [“Toward a Rational Response to Plagiarism.”](#)
Chronicle of Higher Education. 14 August 2011. Web.

STUDENT MISCONDUCT: POLICY AND PROCEDURE INFORMATION

Emily Frazier, Assistant Director of Student Rights and Responsibilities
Dean of Student Life Office

Policy 335: Responsibilities and Expectations

- Instructors have an obligation to help students understand academic honesty expectations (3.a.)
- Don't assume that students fully understand the various forms of academic misconduct and how to avoid being accused of engaging in such behavior.
- Inform students of your expectations and the potential consequences.

Policy 335: Responsibilities and Expectations

- Utilize precautionary measures to prevent misconduct.
- Discuss short and long term consequences of a student's actions:
 - Prevalence of background checks by future employers.
 - Maintaining the ability to change one's educational or career path.

Policy 335: Due Process

- Students deserve due process when being accused on misconduct (4.d.):
 - Notice of the charges with specificity (“suspicion and grounds”)
 - Allow for a fair opportunity to respond and adequate time to do so
 - Make a fair and reasonable judgment
 - Inform student of the judgment, penalty (if any), and right to appeal
 - Utilize the “Student Academic Misconduct Tracking Form”

Policy 335: Instructor Prerogatives

- Instructors may:
 - Assign a failing grade for the assignment, test, or course
 - Prevent the student from withdrawing without instructor permission
 - If incident is prior to last day to drop
 - Notify Registration and Records
 - 'IP' will be entered while investigation is in progress
 - Recommend a disciplinary action to the dean/dean of the student's home college

Policy 335: Tracking Misconduct

- If a penalty is imposed, the instructor must complete the “Student Academic Misconduct Tracking Form”
- Copies go to the student, chair/head of department, or program director
- Chairs/heads/directors are responsible for forwarding to the appropriate administrators
- FERPA compliant database, kept and maintained by the Registrar
- Information is confidential, unless an additional act of misconduct is reported
 - Provost and dean will be notified for further action

Prior to Policy 335 Revisions

- Previous procedures:
 - Academic misconduct was often shared and forwarded to the Dean of Student Life Office
 - Misconduct became an information piece of a student’s behavioral record and could be shared with investigators in background checks with an appropriate waiver
 - Students typically did not know the academic information had been forwarded to the DSL Office

Changes Due to Policy 335 Revisions

- If the misconduct is purely academic in nature, the instructor should follow the guidelines of Policy 335
- If the misconduct includes an additional behavioral element (classroom disruption, threats, bullying etc.), the instructor may also report to the DSL Office
- Kristi, Nona, and myself will assist in redirecting or connecting

Dean of Student Life Office

- Our office is ready to consult with students and instructors regarding:
 - Bullying for grades
 - Classroom disruptions
 - Welfare concerns
 - Student advocacy services
 - Referrals

Behavior Intervention Team (BIT)

- The purpose of the Behavior Intervention Team is to assess and coordinate a response to student issues and concerns requiring intervention in order to help the campus community and its members feel safe and supported.
- Contact us (NDSU.BIT@ndsu.edu or 231-6537) when:
 - You observe actions or communications that seem out of character
 - Threats of harm to self or others
 - Signs of academic or personal distress
 - Behaviors disrupt the classroom, work functions, or living learning environments
 - You observe a particularly unusual lack of civility



Resources

NDSU Academic Honesty and Integrity website
(Policy 335, Resources, Student Misconduct Tracking Form, etc.):

<http://www.ndsu.edu/academichonesty/>

Office of Registration and Records
231-7981, 110 Ceres <http://www.ndsu.edu/registrar/>

Center for Writers
231-7927, Room 6 Library <http://www.ndsu.edu/cfwriters/>

Dean of Student Life Office
231-6560, Memorial Union 250 http://www.ndsu.edu/student_life/

Counseling Center
231-7671, 212 Ceres Hall <http://www.ndsu.edu/counseling/>

University Police
231-8998, Auxiliary Enterprise Building

