

Preventing and
RESPONDING TO
ACADEMIC DISHONESTY
a Faculty Guide

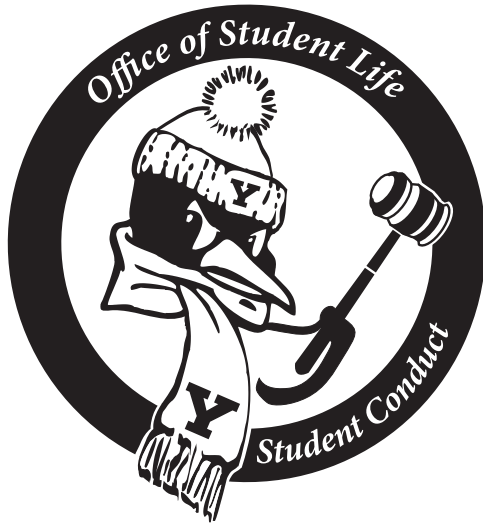





Table of Contents



| | |
|---------------------------------------|---|
| Academic Dishonesty Defined..... | 1 |
| Preventing Academic Dishonesty | 2 |
| Responding to Acts of Dishonesty..... | 6 |
| Assistance | 7 |

Preventing and RESPONDING TO ACADEMIC DISHONESTY *a Faculty Guide*

Academic Dishonesty Defined

Academic honesty is essential to the educational process and serves to protect the integrity of the University community. Therefore, all members of the University community have a responsibility of maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of University conduct regulations.

Students who engage in dishonesty in any form on examinations, papers, and course assignments, or who illegally possess examinations shall be charged with academic dishonesty. Furthermore, students shall not submit the work of someone else as their own or utilize ideas taken from other sources without properly citing the source. In addition, work completed in one course that is submitted in another course may constitute academic dishonesty.

- Cheating shall include, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, assignments, or examinations; 2) dependence upon aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission of tests or other academic material belonging to a member of the University faculty or staff.
- Plagiarism shall include, but is not limited to the use by paraphrase or direct quotation of the published or unpublished work of another person without

full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Source: *The Code of Student Rights, Responsibilities, and Conduct*

Preventing Academic Dishonesty

Students often are more aware than instructors that other students are engaged in acts of academic dishonesty. Therefore, faculty members should address academic dishonesty and communicate their expectations with students at the start of the semester. A candid conversation with students may help deter any problems and sends a clear message that academic dishonesty will result in serious consequences for the student. The information provided in this section is intended to assist faculty members in fostering academic integrity in their classroom. Although some suggestions may neither be practical nor applicable in certain types of courses and teaching practices, faculty members are encouraged to integrate appropriate suggestions into their courses.

- **Include statement on course syllabus and conduct a classroom discussion.** The statement should emphasize the importance of academic integrity and refer students to the University policy. This provides you with an opportunity to review the University's policy on academic dishonesty contained in *The Code* and clearly communicates the consequences for academic dishonesty in your course. This discussion serves to reinforce your actions if acts of dishonesty are discovered later and helps refute student claims of capricious action. Furthermore, the discussion fosters communication between the faculty and student. The following statement is provided as an example that may be included on the course syllabi. Faculty are

encouraged to create their own statement that addresses the specific concerns and requirements of their course.

Students will be expected to conduct themselves with the highest standards of academic integrity. *The Code of Student Rights, Responsibilities, and Conduct* defines academic dishonesty as misconduct that includes but is not limited to cheating and plagiarism as defined in *The Code*. Academic dishonesty is a serious violation of University policy that will not be tolerated in this course and may result in failing the course and/or suspension or expulsion from the University.

- **Measuring student learning by more frequent assignments and other means of grading.** The stress of having only one or two exams may foster academic dishonesty as a coping mechanism by some students. Faculty availability to assist and advise students who may be experiencing difficulty in a course has also been shown to reduce stress and thus, reduces the temptation to commit violations of academic dishonesty.
- **Minimize opportunities for academic dishonesty.** Some forms of academic dishonesty (e.g. electronic devices) are so sophisticated that it makes detection very difficult. As a result, effective test proctoring is essential. Faculty should be alert for the use of unauthorized notes or other devices. The advent of cell phones, PDA's, etc. has provided students with new mechanisms to commit acts of academic dishonesty. In addition, students are often creative in concealing notes on the reverse side of mirrored sunglasses, underside of baseball caps, body parts, etc. Faculty members may want to consider the following strategies:

1. Remind students before each exam or class assignment of your expectations regarding academic dishonesty.
 2. Provide students with oral and written instructions concerning the material that is permitted to be utilized prior to exams or class assignments.
 3. Distribute alternate forms of the exam that may include the same items arranged in different order.
 4. Utilize staggered seating when administering tests. In addition, utilize assigned seating to assist with follow-up should you suspect cheating on an exam.
 5. Instruct students to remove all unauthorized materials from their desks and place them either under the desk or in the front of the room. Unauthorized materials should not be visible to anyone.
 6. Notify students that all cell phones, PDA's, or other electronic devices should be turned off and should not be visible during the exam.
 7. Distribute blank paper with exams so students can use it for calculations, etc. and to cover their work. Permit the use of exam aids to eliminate the need for "cheat" sheets or calculators with unauthorized information on them.
 8. Utilize proctors to monitor exams when necessary.
 9. Do not post the answers until after all sections have taken the exam.
- **Alleviate problems concerning plagiarism by conducting a class discussion.** Some students are not well informed about what constitutes plagiarism or how to properly cite the work of others. A class discussion or written guide may help alleviate problems. Although some students may not be aware, other students plagiarize with a complete understanding of their actions. In courses where a research paper or other written assignments are

required, faculty members may wish to utilize the following strategies in an effort to reduce the chances of plagiarism:

1. Monitor a student's progress over time through the use of outlines, rough drafts, and student conferences.
 2. Maintain a writing sample/style on each student so that a comparison may be made in suspected cases of plagiarism.
 3. Utilize one of the various software programs that are now available to check papers.
- **Prevent altering answers on an exam after it has been graded.** A fairly common practice of academic dishonesty is for students to alter answers on an exam after it has been graded and then resubmit it requesting that the exam be regraded. Faculty members may wish to utilize the following strategies to prevent this type of problem:
 1. Grade papers in red or green ink (difficulty to match) with several lines through the incorrect answers, calculations, or narratives. This practice makes it more difficult to conceal alterations.
 2. Copy students' exams prior to returning them to assist in determining if alterations have been made should a student request the exam be regraded.
 - **Clearly communicate your expectations concerning collaboration.** The amount of collaboration (if any) on class assignments that is permitted varies by instructor and depends on the type of course and teaching methods. Establishing clear guidelines and expectations greatly reduces the chance of dishonesty.
 - **Prevent the use of substitutes on exams.** A blatant academic dishonesty practice is the use of substitutes on exams particularly in situations

where a large number of students are being tested. In large class sections or where an instructor teaches a multiple section of the same course, the following strategies may be utilized to prevent the use of substitutes:

1. Check student picture identifications early in the semester to prevent substitutes in the course.
 2. Require student picture identification to compare with names on the exam at the time the exam is returned.
 3. Graduate assistants who proctor exams or work with students in multiple section courses can be helpful in recognizing substitutes.
- **Prevent the theft of exams.** The theft of exams whether from an instructor's office, removed electronically, or taken from the copying room is a problem that does occur. Faculty members may wish to utilize the following strategies to prevent theft:
 1. Account for the number of exams printed, distributed, and returned.
 2. Number exam booklets, forms, etc. and record the numbers on student answer sheets.
 3. Develop new exams each semester.


Responding to Acts of Dishonesty

- Do not prevent a student from completing an exam even when you suspect that cheating is taking place. If possible, you should ask a second proctor to confirm your observations. The instructor should identify and record the names of the other student(s) from whom the suspected student appears to be copying in order to compare answers later. Instructors should also observe whether the other students appear to be knowingly aiding the suspected student. Secure the suspect's exam and the exams of those students sitting around the suspect at the end of the exam.

- Immediately and discreetly confiscate any authorized notes that are visible. These materials are helpful in the event that the student denies cheating. Make a note on the student's exam indicating when the notes were confiscated.
- If students are talking, announce that no talking is permitted during exams, and/or quietly ask the students to stop talking. You may wish to ask the students to change seats or move apart.
- If you discover that a substitute may be taking an exam for another student, quietly approach the student and ask for identification. If the student cannot or will not provide identification, University Police may be called or you may refuse to grade the exam until identification is produced.
- If a student is looking at other's work, announce to the class that all work is individual, and/or quietly tell the student that eyes must be kept on one's own paper.
- If you believe a student has plagiarized, you should make a copy of the student's paper referencing the material that you believe has been plagiarized.
- In the event you suspect a student has committed a violation of academic dishonesty, you should follow the procedures outlined in Article IX. Section A.1 of *The Code*.

Assistance

The Office of Student Life, a unit of the Division of Student Affairs has the responsibility for administering the University student conduct process when a student has been alleged to have violated regulations contained in *The Code of Student Rights, Responsibilities, and Conduct (The Code)*. *The Code* is contained in the *Penguin Connection Student Handbook* and is available online and through the Office of Student Life. Staff in the Office of Student Life are available to answer questions and assist faculty in responding to acts of academic dishonesty.

A rectangular box with a thin black border, centered on the page. The box is decorated with elegant, black scrollwork flourishes at each of its four corners. Inside the box, the text is centered and reads:

Office of Student Life
Student Conduct
Youngstown State University

In completion of this guide, material was adapted from similar publications at the University of Maryland at College Park, University of Wisconsin-Madison, Purdue University, and the University of Akron.