ACADEMIC INTEGRITY, THE CODE OF CONDUCT, & YOU: FACULTY & STAFF

Office of Student Rights & Responsibilities

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OSRR Staff & Today's Presenters

- Presenters today are:

- Other Office of Student Rights & Responsibilities (OSRR) staff members you may communicate with:
  - Jeff Stefancic, Associate Dean of Students & Director of OSRR
  - Caitlyn Buchanan, Senior Student Affairs Specialist
  - Alex Vickery-Holland, Student Affairs Specialist
  - Maggie Reisdorf, Student Affairs Specialist

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Today's Overview-Agenda

- What is OSRR?
- What is Academic Integrity & Dishonesty?
- Examples of Academic Dishonesty
- Understanding Academic Dishonesty
- Addressing & Reporting Academic Dishonesty
- What Policies Do Our Students Violate & How
- Conduct Process Overview
- How to Report Behavior Concerns
- How to Be Involved in the Conduct Process
- Lessons Learned from 2020-2021
- Questions

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Today's Overview-Questions

- We have dedicated time at the end of the presentation to address any questions participants may have. If you need to "leave" at this time, but have questions you'd like answered, please feel free to contact osrr@purdue.edu

- If you have a question you would like the presenters to answer, please type your question into the chat box located in the lower left corner of the screen. Presenters will keep track of questions and they will be answered at the end of the presentation.

- We ask that all participants remain muted for the entirety of the presentation except the hosts, and we ask that if you have a question, you please type it in the chat box.

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About OSRR

OSRR's Mission

- The mission of the Office of Student Rights and Responsibilities (OSRR) is to **promote responsibility** and **encourage honesty, integrity**, and **respect** among Purdue students through education, compliance through behavioral standards, and support of individual rights. To sustain this mission, we are committed to:

  - Facilitate, with dignity, the resolution of concerns and disputes at the lowest level possible

  - Guide students towards a greater sense of personal responsibility and mature and ethical behavior that enhances the quality of the University and community environment

  - Provide educational experiences to assist students in making appropriate choices concerning behavior

  - Disseminate and interpret University regulations and standards to students, faculty, staff, parents, and the general community

OSRR University Regulations Responsibilities

- OSRR is responsible for the accountability processes for policy violations on campus that *do not* involve the following:

  - Residence Hall policies (University Residences)

  - Policies regarding equal access, equal employment and educational opportunity related to race, religion, color, sex, age, gender identity, sexual orientation, etc. (Office of Institutional Equity & Office of Dean of Students)

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OSRR Services

- Review reports for alleged violation of the *Purdue Student Code of Conduct* for students and student organizations
- Administer student conduct cases
- Determine appropriate educationally-based sanctions
- Provide presentations, publications, and other media to promote student learning and understanding of University's expectations for conduct and citizenship
- Facilitate and assist students with the process and handling of grievances and grade appeals
- Assist faculty and staff members with understanding and supporting student rights within the University community

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What is Academic Dishonesty?

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What is Academic Dishonesty?

- Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty."

- Additionally, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest"

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Why Does Academic Integrity Matter?

- As a student, it is understood that learning is the most important goal, that we embrace ethical values and principles, and reject academic dishonesty in all of our learning endeavors.

- When not addressed, academic misconduct:

  - *Devalues the work of other individuals*

  - *Hurts the reputation of the university and the value of a Purdue University degree*

- At Purdue, all members of the community are responsible for upholding and promoting academic integrity.

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Examples of Academic Dishonesty

Examples of Academic Dishonesty: In The Classroom

- Substituting on an exam for another student
- Substituting in a course for another student
- Giving or receiving answers by use of signals during an exam
- Copying with or without the other person's knowledge during an exam
- Using unauthorized notes or electronic devices during a quiz or exam
- Fabricating data
- Signing in for attendance for someone who is not present
- Using "iClickers" for students who are not present in class

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Examples of Academic Dishonesty: Outside of the Classroom

- Plagiarism—taking the words, thoughts, ideas, or concepts of another person and claiming them as one's own
  - Using exact language of someone else without proper attribution
  - Using someone else's ideas without acknowledgement
  - Submitting someone else's work as one's own
    - Online resources
    - Another student's work (whether given to someone or taken without permission)
    - Books, articles, and other published work

- Self-plagiarism-turning in a previously completed assignment for another assignment/course

- Fabricating documents—both on assignments and documents to ask for extensions/excused absences

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Examples of Academic Dishonesty: Outside of the Classroom

- Fabricating research data

- Accessing and altering grade records—whether online or on assignments returned to the student

- Using unauthorized resources to complete assignments

- Padding items of a bibliography (i.e. adding sources they didn't use)

- Stealing class assignments from other students and submitting them as one's own

- Turning in a paper/project that has been purchased from a commercial research firm or obtained from the internet (i.e. Course Hero)

- Submitting questions to "tutor" websites such as Chegg and/or utilizing the answer

- Obtaining an unauthorized copy of a test in advance of its scheduled administration

- Unauthorized collaboration

  - Having someone help a student complete an assignment

  - Working on an assignment as a group or with another person (whether in person or electronically/virtually) without permission

  - Giving a copy of an assignment to another student for help in completing that student's assignment in the same course

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Examples of Academic Dishonesty: Online Courses

- Unauthorized collaboration on exams

  - Working with another person(s) while completing an exam (i.e. texting, calling, Facetime, GroupMe, Zoom, WeChat, WhatsApp, Discord)

- Unauthorized use of materials and resources

  - Using notes, textbooks, and other resources to complete an exam or quiz when the exam or quiz is not in fact "open book"

  - Using unauthorized resources during an "open book" exam or quiz (i.e. Chegg, another person)

  - Using the assistance of another person (friend, roommate, partner, family member, etc.) to complete assignments

  - Substituting on an exam or assignment for another student/asking another student to substitute for them

- Failing to Use Appropriate Proctor

  - Not using an appropriate proctor or failing to utilize a required proctor at all to administer an exam completed offline

  - Not using required online proctor services to monitor online activity while completing exams or quizzes

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Understanding Academic Dishonesty

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Why Do People Engage in Academic Dishonesty?

- Poor Time Management

  - Procrastination and saving assignments until the last minute

  - Not planning enough time to complete assignments or to study

- Struggling with Course Material

  - Doing poorly in class

  - Struggling to understand material

  - Struggling to understand or complete assignments

- Laziness/Disinterest

  - Viewing the class as easy or a "blow off"

  - Not going to class regularly

- Mental Health

  - Struggles with anxiety related to tests or completing assignments

  - Impacts on motivation or ability to complete things

  - Impacts on belief of abilities

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Why Do People Engage in Academic Dishonesty?

- Lack of ethical development-perceived need to achieve the goal no matter what it takes
- Pressure from parents, peers, and self to achieve good grades no matter what
- Belief that "everybody does it"
- Belief that the instructor does not care
- Pressure from peers to help them (unauthorized collaboration)

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Tips to Avoid Engaging in Academic Dishonesty: Resources

- **Poor Time Management**

  - The Academic Success Center provides success coaching for students who are struggling with their time management, and also provide time management tools on their website

- **Struggling with Course Material**

  - Recommend that students who are struggling utilize course recommended resources (office hours, open labs, tutoring, etc.)

  - Recommend that students utilize campus resources like The Writing Lab, Peer Success Coaching, or the Disability Resource Center as appropriate

  - Recommend that students form study groups (tip: large group messages can be established for courses and often lead to issues of academic dishonesty)

- **Mental Health**

  - Encourage that students contact and meet with a mental health professional at CAPS or in the community

  - Encourage that students meet with a Support Specialist in the Dean of Students

  - Encourage that students develop self-care and support strategies that they can use regularly

  - Submit a Student of Concern report to the Dean of Students so that the student can receive additional support as needed/appropriate

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Addressing & Reporting Academic Dishonesty

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Deterring Academic Dishonesty in Your Classroom

- Clarify expectations regarding academic dishonesty in your syllabus outside of required statements regarding academic dishonesty. Make sure to review this on the first day of class.

  - Address common problems for the course (i.e. unauthorized collaboration on assignments, code sharing, plagiarism, using unauthorized resources on online or take-home exams)

  - Clearly state what is and isn't acceptable

- Determine and communicate your procedures for responding to issues of academic integrity in your syllabus and on the first day of class—and follow it!

  - Will there be standard responses in regards to the student's grade?

  - Will you always report students directly to the Dean of Students? (We *really* hope that you do!)

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Deterring Academic Dishonesty In Your Classroom

- Define and communicate exam requirements and expectations
  - Determine list of non-permissible items during exams (i.e. cell phones, hats, water bottles, and other non-essential items often used for cheating)
  - Create staggered and assigned seating charts
  - Require students to present their Purdue identification prior to the exam
  - Cleary define what resources are acceptable and not acceptable to use during the exam. When you say "open book" what does that mean?
  - Provide clear instructions for any expectations regarding online test proctors, closed browser examinations, or any other expectations regarding the facilitation of taking the exam

- Design exams and other assignments in a way that makes it harder to cheat
  - Have alternate test forms and use different tests each semester
  - Create problems that are hard to cheat on (i.e. have the student use their birthday to solve a problem or their name)

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Deterring Academic Dishonesty in Your Classroom

- Provide equal access to study and course materials

  - Understand that some students may be unable to utilize office hours, open lab hours, or online materials in the way other students may be able to. Be willing to work with students who want to learn and complete assignments the right way

- Utilize detection software (i.e. SafeAssign, MOSS) and communicate that you will be using such software

- Make students aware that you are able to contact various sources to verify student's access to information

  - You can work with our office to contact Chegg and request access log records

  - You can work with ITAP to identify student access logs and IP addresses from BrightSpace

- Consider making course assignments lower-stakes or worth less points to deter students from cheating

- Keep open dialogue with your students

  - Students are encouraged to follow-up with faculty and staff when course policies and expectations are unclear. We encourage you to be open to these conversations and be as helpful as you are able to be

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Tips to Monitor Academic Dishonesty

- Carefully watch students for wandering eyes and other suspicious actions

  - Ask another person (Teaching/Graduate Assistant, Exam Proctor) to verify/confirm your observations

- Look for patterns and similarities among student work

- Look for changes in writing style, quality of work, and sudden improved performance

- Grade in distinct colors like red or green

- Require students to utilize proctoring services

  - To learn more about the proctors available or to ask questions, please visit: https://www.purdue.edu/innovativelearning

- Take reports from concerned students regarding other student behavior seriously and address them as appropriate

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Responding to Academic Dishonesty in Your Classroom

- Collect all of the facts—test materials, observations, software detection results, witness statements, etc.
- Meet with the student in question (i.e. in-person, phone, Zoom)

  - Openly explain your suspicions to the student and give them a chance to respond

  - Document the conversation you've had with the student (i.e. follow-up e-mail)
- If occurring during an exam, minimize the disruption in test environment-allow the student to finish the exam and confront them after
- Determine appropriate grading response

  - Will they receive a grade penalty on the assignment in question? Their overall course grade?

  - Consult with course supervisor, department head, etc. as needed
- Report incident to the Dean of Students

  - The sooner you report to our office, the greater the opportunity for the student to learn from their behavior
- Not sure what to do?

  - Follow up with those in your department who are appropriate resources

  - Contact the Office of Student Rights and Responsibilities at 765-494-1250 or osrr@purdue.edu

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What Policies Do Our Students Violate?

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Conduct Process Overview: Conduct Cases by the Numbers

- During the 2018-2019 school year—total cases 942:
  - 853 Administrative Conduct Conferences
  - 40 Community Standard Board Conferences
  - 39 Student Organization Conduct Cases

- Most common policy violations during 2018-2019 school year:
  - #1: Academic Dishonesty/Dishonesty
  - #2: Alcohol
  - #3: Drugs
  - #4: Endangerment

Conduct Process Overview: Conduct Cases by the Numbers

- During the 2019-2020 school year—total cases 1579:
  - 1,316 Administrative Conduct Conferences
    - Note: Some Academic Integrity cases after March 2020 were resolved informally
  - 39 Community Standard Board Conferences
  - 51 Student Organization Conduct Cases

- Most common policy violations during 2019-2020 school year:
  - #1: Academic Integrity (73% of cases occurred after March 16, 2020)
  - #2: Endangerment
  - #3: Drugs

Conduct Process Overview: Conduct Cases by the Numbers

- During the 2020-2021 school year—total cases 2206:

  - 1,836 Administrative Conduct Conferences

    - Note: with Protect Purdue violations, there were some informal resolutions

  - 37 Community Standard Board Conferences

  - 38 Student Organization Conduct Cases

- Most common policy violations during 2020-20201 school year:

  - #1: Protect Purdue related policy violations

  - #2: Academic Dishonesty (down roughly 200 cases from 2019-2020)

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Common Policy Violations

- Endangerment (B.2.d)

  - Involves any behavior that happens on or off campus that endangers the well-being of others—the behavior does not have to in fact endanger anyone, but instead can threaten to endanger other people

  - Commonly applied to violations involving public intoxication, operating a vehicle while intoxicated, physical altercations, and threatening statements

- Alcohol (B.2.m.)

  - Involves any behavior that happens on campus or at a university registered events related to the misuses of alcohol. Regulations do not permit that someone be in possession of alcohol on campus unless under specific circumstances—even if the person is 21! This also include providing alcohol to those who are not 21.

  - Commonly applied to cases involving public intoxication, being in possession of alcohol, providing alcohol to minor(s), and operating a vehicle while intoxicated

- Drugs (B.2.i)

  - Involves any behavior in which a student engages in the use, distribution, or possession of illegal drugs or drug paraphernalia

  - Commonly applied to cases involving drug possession, drug use, or drug distribution. Most commonly, students are found to violate this policy through marijuana possession or use.

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Common Policy Violations

- Forgery/Fake ID (B.2.b)

  - Involves any behavior in which a student has fabricated an identity or documentation

  - Commonly applied to cases involving fake ID possession and falsified documents like doctors notes or obituaries

- Non-Compliance with University Officials (B.2.k)

  - Involves any behavior in which students fail to follow directions, provided to them by someone serving in an official university capacity—faculty, staff, and student staff

  - Commonly applied to cases involving failure to comply with Purdue University Police or other university officials. This can also include students who fail to complete sanctions assigned by OSRR appropriately

- Sanction Violation (B.2.o)

  - Involves a student who is currently on a disciplinary status with the university violating another university regulation during the duration of their assigned status

Common Policy Violations

- Theft or Property Damage (B.2.f)

  - Involves any behavior in which a student damages property or takes property that is not theirs

  - Commonly applied to cases involving a variety of property damage or stolen items (both physically and electronically)

- Trespassing or Unauthorized Use of Computers (B.2.g)

  - Involves any behavior where a student accesses property that they do not have permission to access which can be physical or virtual/electronic trespassing

  - Commonly applied to cases involving students trespassing in buildings/on property they do not have permission to be on, and students downloading things illegally.

Conduct Process Overview

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Conduct Process Overview: Where Do Reports Come From?

- Local police and fire jurisdictions (Purdue, West Lafayette, Lafayette, & Tippecanoe County)
- Faculty & Staff
- Students
- Community Members

__Important:__ Certain University Regulations to apply to off-campus behavior and our office can receive a report from anywhere and policies may apply.

Conduct Process Overview: Types of Conduct Processes

▪ There are two types of conduct conferences utilized by the Office of Student Rights & Responsibilities:

- **Administrative Conduct Conference** (most common response)

  - Conducted before one or more members of the OSRR staff

  - More informal in nature, but designed to provide the student certain procedural safeguards

  - Suspension and expulsion are *not* possible outcomes

- **Community Standards Board Conduct Conference**

  - Conducted before a board of panelists—mixture of students, staff, and faculty

  - Formal in nature

  - Suspension and expulsion **are** possible outcomes

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Conduct Process Overview: Student Rights Throughout Process

- Students and other concerned parties can read up on everything related to the process and rights on our website

- Student rights in conduct proceedings include:
  - The right to be informed in writing of all charges
  - The right to be informed of the reported circumstances of the alleged violation
  - The right to witnesses and to be informed of witnesses
    - Physical witnesses –someone who did witness the events
    - Character witnesses-someone who did not necessarily witness the events, but can speak positively on the student's character
  - The right to an advisor
  - The right to respond to the charges
  - The right to remain silent and that silence will not be taken as an admission of responsibility
  - The right to a written letter of the conference findings and sanctions

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Conduct Process Overview: Possible Outcomes

- Students are found either ***Responsible*** or ***Not Responsible*** of violating each University Regulation they have been charged with.

- If a student is found responsible, they can receive sanctions in two categories:
  - Primary Sanctions:
    - Written Warning, Disciplinary Probation, Probated Suspension, Suspension, and Expulsion
  - Secondary Sanctions (non-comprehensive list):
    - Integrity Seminar, Follow-Up Meetings, Reflective Writing Assignments, Restitution, Letter of Apology , Referral to Campus Resources, Signing Recommitment Statements

- *If a student has been previously reported to the Dean of Students for similar behavior, the response from the university will appropriately reflect this.*

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Policy Violations: What are Charges?

- When a student has violated a University Regulation, they are charged with alleged violations referred to as "charges." This is the specific behavior that the student engaged in that violated a University Regulation(s).

  - Charges outline which section of the Code of Student Conduct may have been violated and the specific manner in which it may have been violated

  - There may be multiple charges resulting from a single incident. There also may be multiple alleged violations.
- Example:

  - B.2.d Endangerment-Physical abuse of any person or conduct that threatens or endangers the health or safety of another person, whether or not such conduct occurs on University property.

    - *By being intoxicated in public under the age of 21 on campus as reported by Purdue University Police on October 25, 2018.*

    - *By throwing a hot dog at another person as reported by Purdue University Police on October 25, 2018.*

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How to Report Behavior Concerns

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Academic Integrity, The Code of Conduct, & You: Faculty and Staff

Types of Reporting Forms: purdue.edu/odos/osrr
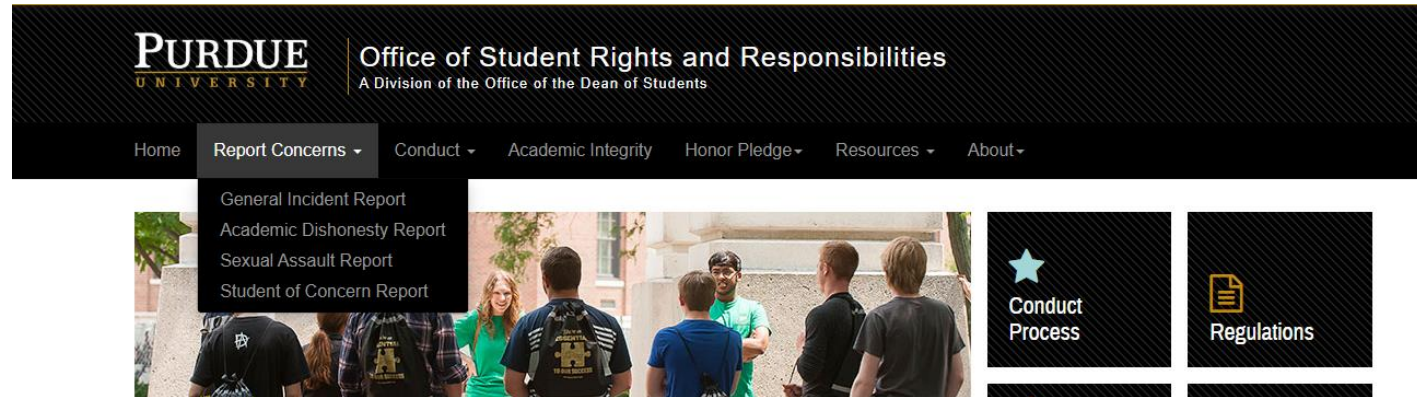
- **General Incident Report:** Should be used to report alleged violations of University Regulations that do not fall into the category of Academic Dishonesty or Sexual Assault
- **Academic Dishonesty Report:** Should be used to report alleged violations of University Regulations that specifically relate to Academic Dishonesty/Integrity
- **Sexual Assault Report**: Should be used to report alleged violations of University Regulations that specifically relate to sexual misconduct.
- **Student of Concern Report**: Should be used to report concerning behavior of students not related to alleged violations of University Regulations.

What Should I Include in a Report?

- As much detail as possible, including:
  - Student(s) of concerns names & PUID #s
  - Name(s) of witness(es) or other involved parties
  - Detailed description of what occurred
  - Any supporting documentation:
    - Pictures & Videos
    - Screenshots of text messages
    - E-mails
    - Syllabi
    - Student's coursework of concern

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Why Should I Report?

- If it is not a mandated reporting incident, we cannot require you to report the incident to the university. We ask that you do so because it helps the university keep track of a student's disciplinary history and behavioral concerns accurately. This allows our office to respond appropriately to each reported incident and hold students accountable as needed as well as ensure the safety of our community.

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How to Be Involved

What Role Do Faculty and Staff Have During the Conduct Process?

- Depending on the severity of the case, you may be asked to serve as a witness to provide further information regarding your understanding of the situation
- A staff member from OSRR may follow up with you regarding clarification and other information gathering
- The reporting faculty/staff member can be copied on the decision letter if they so choose—it is an option when submitting the incident reporting form for Academic Dishonesty
  - What you as a faculty or staff member choose to do with this information is up to you when determining an appropriate response in the class. Our office will not instruct you on how to respond to the student's behavior in the classroom or in a leadership/employment position

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Ways to Get Involved:

- Serve as a Support Person/Advisor for a student going through conduct proceedings
- Apply to be a Community Standards Board Member!
  - Visit: https://www.purdue.edu/odos/osrr/conduct/community_standards.html to learn more on requirements and how to apply
- Support the Student Honor Pledge Initiative
- Serving as a character witness for a student going through the conduct process (whether academic or non-academic behavior)

Lessons Learned from 2020-2021

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2020-2021 School Year: Student Behavior Misconduct Motivations

- Academic Dishonesty
  - Online learning being more difficult than in-person learning
  - Perception of a lack of course resources (virtual & in-person)
  - "Everyone is doing it"
  - Poor time management due to lack of structure with asynchronous classes

- Non-Academic Misconduct
  - Poor stress management & coping skills
  - COVID-19 & lack of social interaction/support
  - Belief their decisions would not/could not impact others

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Things to Be Mindful of as Students Return to In-Person Classes & Campus Life

- Two "freshmen" classes

  - Sophomores who experienced a non-traditional first-year developmentally may not be where we typically expect them to be and are likely to want to experience a "traditional" first-year

- Struggling with time management skills more than "normal"

  - With the majority of classes being in person again and no longer asynchronous, students will have to re-learn how to manage their time and this may impact their decision making both inside and outside of the classroom

- Study skills may not be "up to par"

  - Many students may have gotten use to "open book, open note" online exams and may struggle with re-adjusting to studying for closed note/book, in-person exams. This may impact mental health and decision making related to academic dishonesty

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THANK YOU! QUESTIONS?

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