



# University Conduct Board

**Academic Misconduct – Recent Trends**

Required Training for all UCB Members

*Lunch & Learn Series*

*Spring 2022*



## Training Note

*This training was created for University Conduct Board members at East Stroudsburg University in Pennsylvania.*

*Training materials are provided on the Student Conduct and Community Standards website to adhere to the Title IX Federal Regulations of 2020.*

*Questions about training materials can be directed to SCCS.*

# Learning Outcomes

1. Participants will learn about recent trends/reports related to Academic Misconduct in Higher Education.
2. Participants will be able to identify possible reasons why students may engage in academic misconduct.
3. Participants will identify forms of academic misconduct covered in the Student Code of Conduct.
4. Participants will identify common educational sanctions that may be considered in academic misconduct cases.

# What is Academic Misconduct?

- **Academic Misconduct**
  - “Traditional” Academic Misconduct
  - “Contract Cheating”
- **Sometimes a Gray Area – Collaboration with Peers**
  - *Consider:* What is permitted by the course syllabus?
  - Study Groups & Group Chats/Messaging
- **Programs that Have been Used/Mentioned in Academic Misconduct Cases**
  - Chegg
  - CourseHero
  - Spark Notes, Lit Chart and other Literature Review Sites

# ESU Student Code of Conduct

- **Categories of Academic Misconduct in the Current ESU Student Code of Conduct (*Academic Year 2021 – 2022*)**
  - a) During a test or examination, using anything, such as, but not limited to, any device, document, person or other resource not authorized by the instructor.
  - b) Providing or receiving assistance in an examination, test, assignment, paper, or project in a manner not authorized by the instructor.
  - c) Buying, selling, stealing, or engaging in unauthorized exchange, or using any tests or examinations in advance of their administration.
  - d) Buying, selling, stealing, or engaging in unauthorized exchange, or improperly using any assignments, papers, projects, or course materials.
  - e) Presenting as one's own, the ideas or works of another person(s) scholastic, literary, or artistic—in whole or in part, without proper and customary acknowledgment of sources.
  - f) Falsifying or inventing information, data, or research material.
  - g) Obtaining information in a way contrary to the stated policies of the course and/or the University as stated herein.
  - h) Attempting to bribe or coerce any university employee or student in order to gain academic advantage.
  - i) Conspiring with others in order to circumvent academic requirements.
  - j) Substituting for another student, arranging for substitution by another student, or misrepresenting oneself as another person for a required class activity.

## Recent Articles from *Inside Higher Ed*

- All articles focused on the data/results of the “Student Voice” survey completed in October 2021. The survey was organized by Inside Higher Ed & Kaplan – full results available by signing up online to access the data.
- Students were able to share feedback on how to prevent/discourage academic misconduct and share their experiences with academic misconduct during the COVID-19 Pandemic.
- Articles Referenced:
  - [How students see cheating and how colleges can contain it](#)
  - [Shades of gray on student cheating](#)
  - [Student ideas for academic integrity](#)

# Article #1 – How Students See Cheating, and How Colleges Can Contain It

- **Thoughts on this article/resource?**
- **A few quotes:** *(emphasis added)*
  - ***“Forty-four percent of students say it’s very or somewhat easy to cheat on tests when they’re online; online proctoring, which some view as effective prevention and detection technology, is something 71 percent of students have experienced in their courses.”***
  - ***“Forty-three percent of students say **many or all of their professors have made efforts to use more authentic assessments** (defined within the question as assessments that require individualized responses, understanding of material and complex problem solving).”***
  - ***As one survey respondent from a private college in Massachusetts wrote, “Cheating isn’t something bad people do. **It’s something desperate people do.**”***
- Article Referenced: [How students see cheating and how colleges can contain it](#)

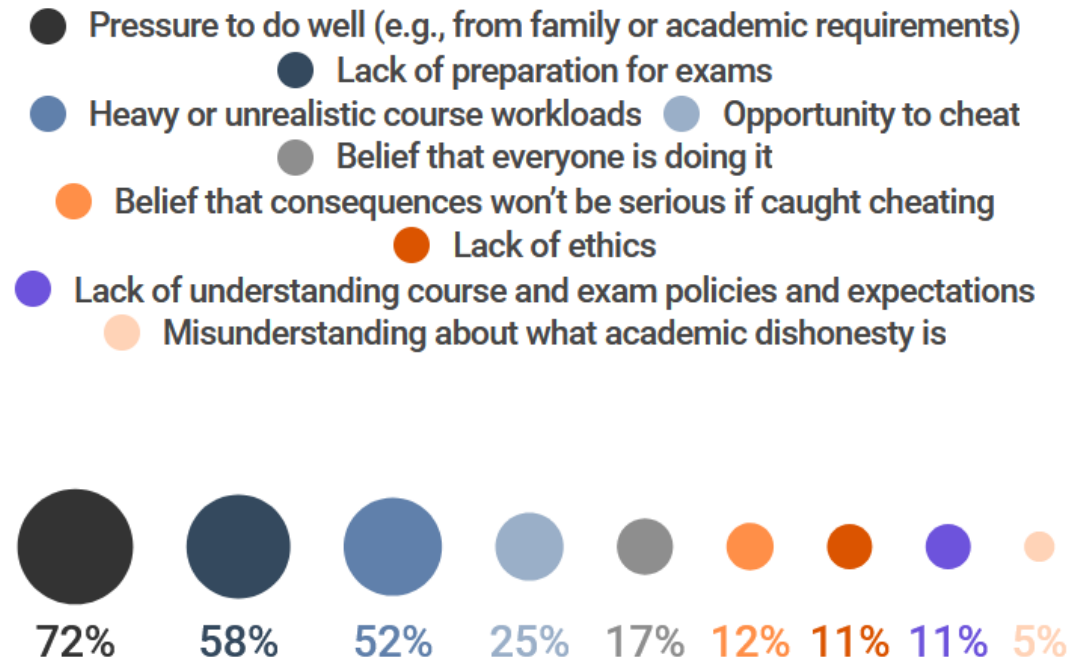
# Survey Data from Article #1

- **Things to Consider and Discuss:**
  - How does this connect to our process? How can we use this information in our process?
  - Does the intent behind the action/choice matter? If so, how? If not, why not?

Screen Snippet from the Inside Higher Ed Article: [How students see cheating and how colleges can contain it](#)

## Why College Students Cheat

Factors identified by undergraduate students as contributors to academic cheating



Source: Inside Higher Ed/College Pulse survey of 2,000 college students; [explore the data here](#)



# Article #2 – Shades of Gray on Student Cheating

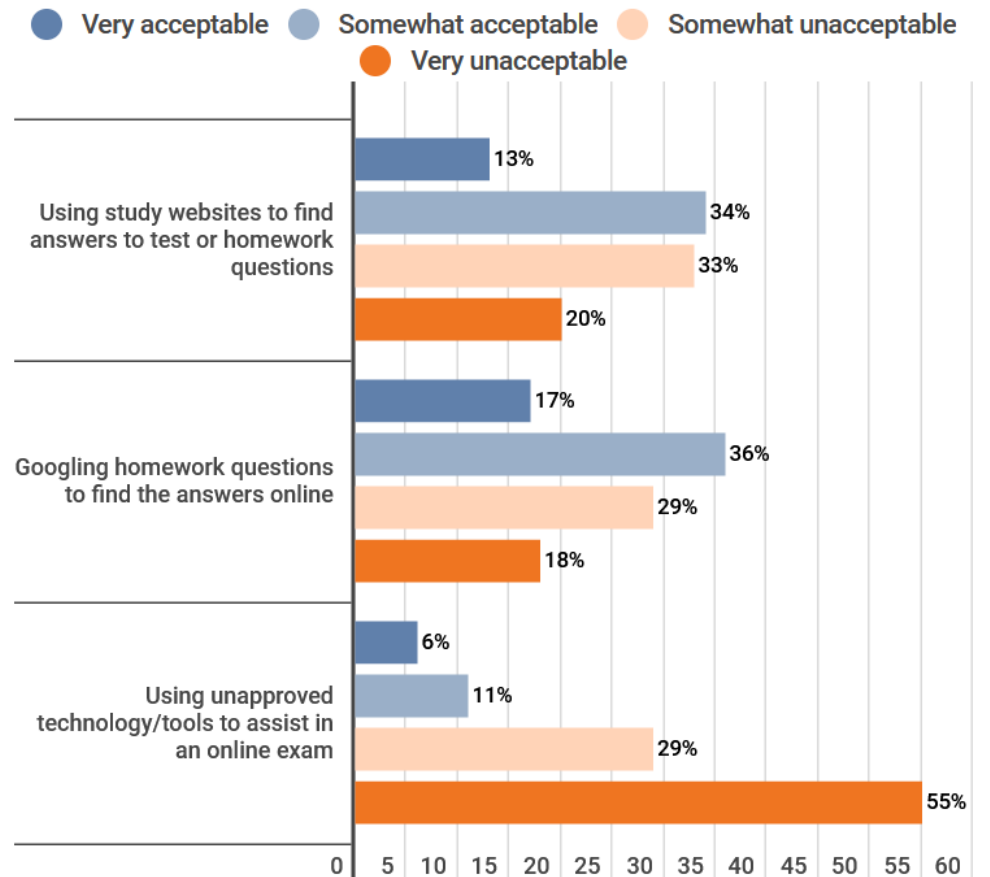
- **Thoughts on this article/resource?**
- **A few quotes:** *(emphasis added)*
  - *“For example, **more than half** of the Student Voice respondents see googling during homework as at least somewhat acceptable. And **nearly half say it’s at least somewhat acceptable to use study websites.**”*
  - *“**We found that students and faculty lined up on just about everything except for students helping one another do homework.** That was an interesting divergence. In students’ minds, if you’re in your dorm working on homework and your roommate is, too, **it seemed not only appropriate but a good idea to allow the other person to help you or to help the person.** It’s not about sending in the same work, **but faculty tended to assume that students knew they weren’t allowed to consult with anybody.**”*
- Article Referenced: [\*Shades of gray on student cheating\*](#)

# Survey Data from Article #2

- **Things to Consider and Discuss:**
  - Where might this information fit within our conduct process? How can we use this information in our process?
  - How might the “gap” between student understanding and professor expectations be addressed?

Screen Snippet from the Inside Higher Ed Article:  
[Shades of gray on student cheating](#)

How acceptable or unacceptable students say particular behaviors are related to homework and test taking



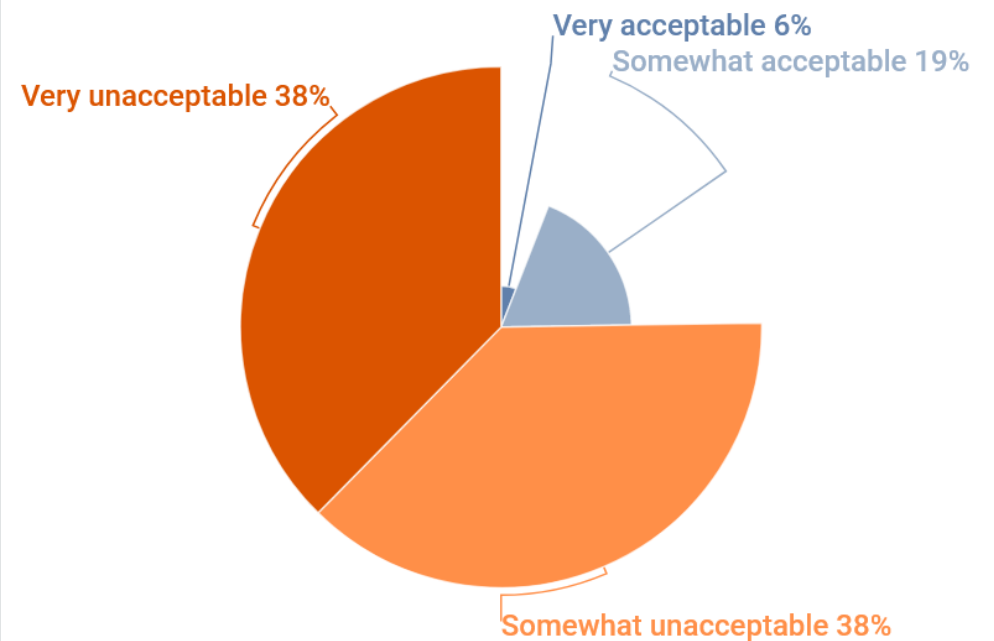
Source: Inside Higher Ed/College Pulse survey of 2,000 college students; [explore the data here](#)

# More Survey Data from Article #2

- **Things to Consider and Discuss:**
  - Where might this information fit within our conduct process? How can we use this information in our process?
  - Could this topic – of giving credit to a group member even if they do not complete work – fit within one of the alleged violations of community standards?

Screen Snippet from the Inside Higher Ed Article: [Shades of gray on student cheating](#)

How acceptable students feel it is for a team member on a group project to not participate but still get credit



Source: Inside Higher Ed/College Pulse survey of 2,000 college students; [explore the data here](#)

# Article #3 – Ideas for Academic Integrity

- **Thoughts on this article/resource?**
- **A few notes from the survey data:**
  - 72% of students believe that “pressure to do well” contributes to cheating in HE
  - 58% of students say that “lack of preparation” can lead to cheating
  - 63% of students say it is “somewhat or very acceptable to google homework questions”
  - 46% of students say that the “know whom to go to for help” with homework/coursework
- *Article Referenced: [Student ideas for academic integrity](#)*

# Some of the Common Educational Sanctions

## Levels of “Warning” Sanctions

- Official Warning
- Disciplinary Probation
- Deferred Suspension
- Immediate Suspension
- Expulsion

## Additional Educational Sanctions

- Academic Integrity Seminar
- Ethics Workshop (*with Reflection Paper*)
- Meeting with CAPS (*Time Management and/or Stress Management*)
- Meeting with Case Manager (*for connections with campus/local resources*)

***Other Ideas for Educational Sanctions?*** Note that other sanctions could be appropriate depending on the circumstances or to address individual needs.

# Discussion Questions

- How do the three recent articles on Academic Misconduct connect to our process?
- How can we use the information shared in the articles to inform our conduct process?
- Are there any recommendations/considerations provided within the articles that could positively impact our process?
- What types of things might we want students to learn after they are held responsible for an Academic Misconduct violation of community standards? How does this relate to the information included in the recent articles/survey data?



# Thank You!



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*Thank you for your participation! Please complete the anonymous survey on your screen.*

*We appreciate your commitment to East Stroudsburg University, the Office of Student Conduct and Community Standards, and our students.*

*Please remember to contact SCCS with any questions about this training and/or any trainings related to the University Conduct Board.*

# Resources and References

## **Campus Resources:**

- ESU Student Code of Conduct: Available on the [SCCS Webpage](#)
- SCCS Website – [Educational Sanctions](#)

## **Recent Articles from *Inside Higher Ed*:**

- Ezarik, M. (2021, November 23). [How students see cheating and how colleges can contain it.](#)
- Ezarik, M. (2021, December 7). [Shades of gray on student cheating.](#)
- Ezarik, M. (2021, December 14). [Student ideas for academic integrity.](#)