

# Academic Honesty: Discussing Scholarly Integrity with All Students

## Panelists:

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Community Friday  
September 11, 2020



**Grinnell College**

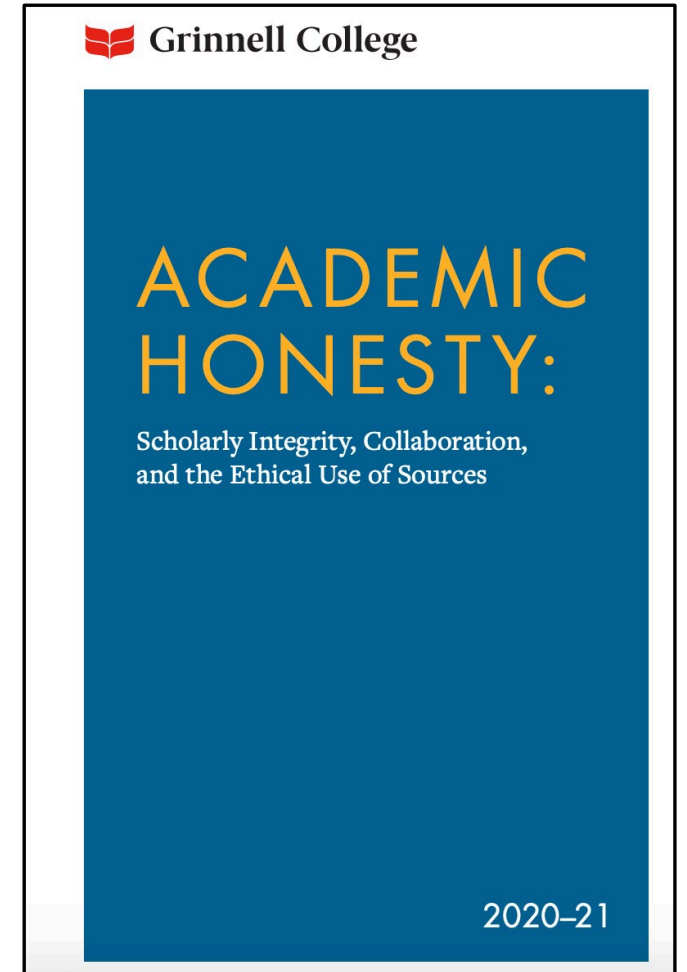
# What is Academic Integrity?

- Academic Honesty vs. Academic Dishonesty
- Plagiarism, citation, collaboration
- Academic integrity as a set of principles and practices
  - Appreciating why academic integrity matters
  - Identifying and using different disciplinary conventions
  - Recognizing and acknowledging sources of information, perspective
  - Understanding Grinnell College policies

# Academic Honesty in Tutorial

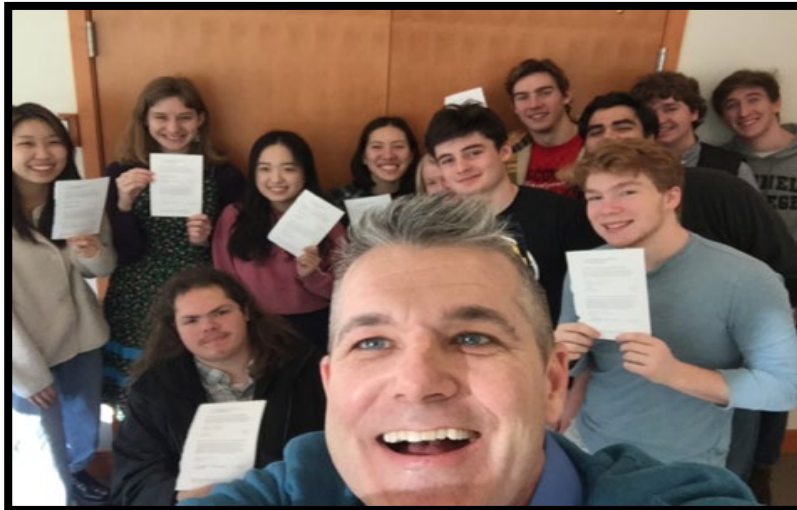
Tutorial introduces students to **academic honesty policies and practices** at Grinnell, including both correct citation practices and discussion of issues related to academic integrity. By the end of the Tutorial, students should be able to:

- a) Define academic integrity and articulate its importance in scholarly work
- b) Identify specific behaviors that constitute academic dishonesty, including but not limited to cheating on tests; turning in written or graphic work without citing correctly the sources of ideas, words, data, or images; collaborating with others on projects and homework where that is not allowed; and other behaviors described in the College's handbook, *Academic Honesty: Scholarly Integrity, Collaboration, and the Ethical Use of Sources*.
- c) Understand the procedures that would be initiated if suspected of academic dishonesty and the potential outcomes for violating the policy
- d) Demonstrate basic ability to incorporate other people's words and ideas into their own writing by paraphrasing, summarizing, quoting (block quotes and snippets), and responding to an idea or argument.
- e) Correctly utilize at least one type of citation method and format.



# Academic Honesty in Tutorial

- Academic Honesty quiz
- Academic Honesty booklet with scenarios
- Academic Honesty as part of assignments
- Faculty and students confirm competence



## 4. ACADEMIC HONESTY AT GRINNELL

### STUDENT DECLARATION OF UNDERSTANDING

I have read the Grinnell College policy on academic honesty. I am aware of the importance of citing properly, reporting findings accurately, and collaborating ethically. I am also aware of the potential consequences if I fail to live up to these expectations.

\_\_\_\_\_  
Student Name (print legibly)

\_\_\_\_\_  
Student Signature Date

### FACULTY CERTIFICATION OF BASIC CITATION COMPETENCE

The above-named student has demonstrated basic ability to incorporate other people's words and ideas into their own writing by paraphrasing, summarizing, quoting (block quotes and snippets), and responding to an idea or argument. The student has satisfactorily completed citation exercise(s) and has correctly utilized at least one type of citation method and format.

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Signature Date

*Tutorial instructor: Please return this completed form to the Office of the Registrar for inclusion in the student's permanent file.*

# What if I Suspect Academic Dishonesty?

- Notify the Committee on Academic Standing (CAS) via an incident report:
  - GrinnellShare > Registrar > Faculty/Staff > Academic Honesty > Committee on Academic Honesty Incident Report
  - <https://grinco.sharepoint.com/sites/Registrar/facstaff/SitePages/Home.aspx>
- Submit as soon as you have concerns so that the process can begin in a timely manner

# Academic Honesty Process & Outcomes

## PROPOSED - CAS Guidelines for Academic Honesty Outcomes\*

Last revised 04-18-16

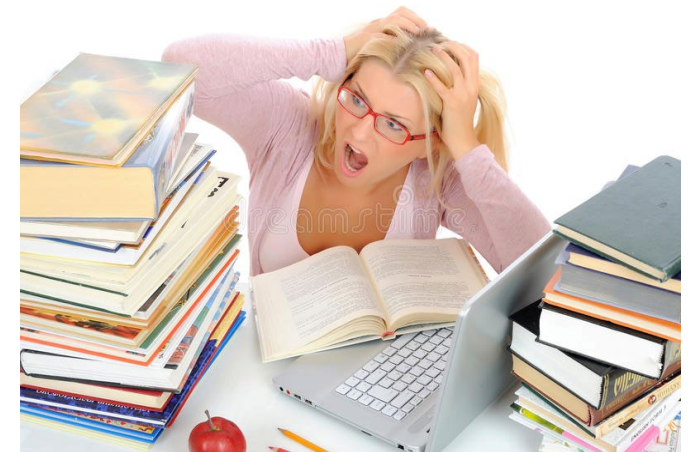
	Level 1 Outcome	Level 2 Outcome	Level 3 Outcome	Level 4 Outcome
<b>Circumstance</b>	Level 2 outcome due to inexperience.	Typically on a modest portion of an assignment.	Typically on a significant portion an assignment.	Typically a repeat violation.
<b>Grade on the paper, examination, or assignment</b>	A grade of F (or zero points) for the paper, examination, or assignment related to the violation, averaged into the overall course grade.	A grade of F (or zero points) for the paper, examination, or assignment related to the violation, averaged into the overall course grade.	A grade of F (or zero points) for the paper, examination, or assignment related to the violation, averaged into the overall course grade.	See "Course Grade."
<b>Course Grade</b>	No effect on the final course grade.	The overall course grade is lowered by 1/3 in order to determine the final course grade. (See Grade Reduction Scale below.)	The overall course grade is lowered one full grade to determine the final course grade.	A grade of F for the course and removal from the course, effective immediately. In the case of dismissal from the College, a grade of W in all other courses as well.
<b>Probation</b>	At the Committee's discretion, one semester academic honesty probation or warning letter.	At the Committee's discretion, one or two semester academic honesty probation.	At the Committee's discretion, one or two semester academic honesty probation.	At the Committee's discretion, one or two semester honesty suspension or dismissal from the College, effective immediately.
<b>Honors</b>	No effect.	Typically not eligible for graduation honors.	Not eligible for graduation honors.	Not eligible for graduation honors.

GRADE REDUCTION SCALE:	
GRADE	1/3
B-	C+
C+	C
C	C
D	D

\* These are strictly guidelines and CAS reserves the right, when appropriate, to mediate outcomes in individual cases. Additionally, CAS reserves the right, when appropriate, to refer students to the appropriate institutional body for conduct or other types of review.

# Potential for Academic Dishonesty

- Academic Dishonesty is rarely a villainous activity, but it is not victimless
  - Intention vs. effect
- Moments of Panic
  - Eg. It's 3am, paper is due at 8am, and you still need to write four pages.
- Collaboration with classmates
  - Eg. Peer-review workshops
- Messy notetaking
  - Whose words are these?
- Peer Pressure



# Academic Honesty complications

- Different cultures, educational systems use different conventions
  - Varied approaches to the production of knowledge
  - Expectations differ across institutions and even within classes at the same institution
- Academic disciplines have developed their own conventions
  - Students are asked to understand many different styles, practices as part of liberal arts education



See Karen Edwards, *Focus Groups with Grinnell College International Students: Regarding Scholarship, Academic Culture and Academic Honesty* (2012)



# Academic Integrity today

- Academic Integrity is addressed in Tutorial but not consistently in other parts of the curriculum
- Students receive mixed messages about collaboration, citation, scholarly expectations
- Challenges presented by online teaching and learning
  - Ease of copying and pasting – whose words are these?
  - Shared documents, chats
- New challenges presented by remote learning
  - Students at home may consult with parents, siblings
  - Lack of access to institutional resources, spaces
  - What else?



# Academic Integrity Across the Curriculum

- Academic integrity should be a part of each course at all levels of the curriculum
- Instructors should include academic integrity guidelines on syllabi and assignment prompts
  - Academic integrity should be identified among course objectives
- Instructors should dedicate class time to discussion of academic integrity and expectations for the course
- Academic units should create shared guidelines, expectations for their discipline/department



# Questions for discussion

- *What do you do in your class to promote ethical behavior?*
- *What are the conventions of your discipline?*
- *What practices support students' understanding of these conventions?*
- *What is something you can implement right away?*

