

Academic Integrity:
Reducing Cheating among Students

A Faculty Resource
&
Discussion Guide

UNL-CBA
Summer 2015

Executive Summary

Numerous studies indicate that cheating is widespread among college students. Unfortunately, based on self-reported levels of cheating, cheating among business students is higher than other majors. Motivations for cheating include pressure to succeed and compete, lack of self-confidence, and a view of the course of study as an immediate hurdle to get past, as opposed to a long-term acquisition of skills. Studies indicate that environmental factors have the greatest impact on students' motivation to cheat. Honor codes or Academic Integrity Statements, when properly applied, are shown to be effective at reducing cheating. Regardless of the environment, some students will attempt to cheat.

The faculty and administration of CBA seek to address the reality of student cheating and/or violations of academic integrity in a comprehensive, direct way. The following represents the proposed course of action:

Proposal for a Comprehensive CBA Policy on Academic Integrity

1. Creation of a clear, comprehensive CBA policy on Academic Integrity
2. Students sign agreement to abide by CBA policy
3. Inclusion of CBA policy within all syllabi
4. Enforcement of sanctions for policy violations
5. Create a Blackboard site that includes relevant resource materials for faculty use and reference

CBA Task Force on Academic Integrity:

Aaron Crabtree, John Geppert, Laurie Miller, Scott Swenseth, Steve Welton,
Tammy Beck

The attached Resource Guide gives a concise summary of the extent and motivations for cheating by college students. It provides faculty with specific recommendations to reduce cheating. If cheating occurs, it gives step-by-step actions for faculty to follow as prescribed by CBA and UNL policies. Best practices for exams and homework exercises are provided. Faculty need to be encouraged to enforce academic integrity policies. Impediments to faculty enforcement action are discussed.

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1. The Extent of the Problem

According to Donald McCabe and the International Center for Academic Integrity:

- 39% of undergraduate students admit cheating on a test
- 62% of undergraduate students admit cheating on a written assignment
- 68% of undergraduate students admit to cheating on either a test or written assignment.

Source: <http://www.academicintegrity.org/icai/integrity-3.php>

The statistics above are based on a survey of more than 70,000 students between 2002 and 2015. They are consistent with extant literature and indicate that some level of cheating is widespread.

2. Business Students Cheat More than Other Majors

Honor J. Passow, Matthew J. Mayhew, Cynthia J. Finelli, Trevor S. Harding,[†] and Donald D. Carpenter: Factors influencing engineering students' decisions to cheat by type of assessment. *Research in Higher Education*, Vol. 47, No. 6, September 2006.

“The findings are consistent: percentages of undergraduates reporting cheating are highest for those enrolled in “vocationally oriented majors such as business and engineering” (McCabe, 1997, p. 444), where business majors report the highest levels.”

Mccabe, D. L., Butterfield, K. D., Trevino, L. K. "Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action." *Academy of Management Learning & Education*, September 2006, 5 (3), 294-305.

“We found that graduate business students cheat more than their nonbusiness-student peers.”

Premeaux, S. R. "Undergraduate student perceptions regarding cheating: Tier 1 versus Tier 2 AACSB accredited business schools." *Journal of Business Ethics*, December 2005, 62 (4), 407-418.

“Tier 2 students who are Business Administration majors, those who are employed 40 h or more per week, married students, and married students with children are more likely to cheat.”

Mccabe, D. L., Butterfield, K. D., Trevino, L. K. "Faculty and academic integrity: The influence of current honor codes and past honor code experiences." *Research in Higher Education*, June 2003, 44 (3), 367-385.

“... recent research indicates that students intending to enter business fields are more likely than any other group of students to engage in cheating and other forms of academic dishonesty (McCabe and Trevino, 1995).”

The above literature provides evidence that cheating is more common among business students. It is incumbent upon us to consider what aspects about the business college environment either attract and/or result in students more prone to cheating.

3. Why students cheat – Reducing the incentive to cheat

The literature divides the characteristics associated with cheating into individual factors (gender, age, major, etc.) and environmental factors (pressure, self-confidence, reason for learning, etc.). Environmental factors are shown to have a greater predictive power for subsequent cheating. The table below describes various motivations for cheating and corresponding strategies to reduce these motives.

The literature identifies at least three motives for cheating which can be roughly described as:

- (1) Pressure
- (2) Self-confidence
- (3) Reason for learning.

Van Yperen, N. W., Hamstra, M. R. W., van der Klauw, M. "To Win, or Not to Lose, At Any Cost: The Impact of Achievement Goals on Cheating." *British Journal of Management*, March 2011, 22 S5-S15.

“...performance-based goals (i.e. goals grounded in an interpersonal standard) were more strongly associated with cheating than mastery-based goals (i.e. goals grounded in an intrapersonal standard).”

Elias, R. Z. "The Impact of Anti-Intellectualism Attitudes and Academic Self-Efficacy on Business Students' Perceptions of Cheating." *Journal of Business Ethics*, May 2009, 86 (2), 199-209.

“students high in anti-intellectualism attitudes and those with low academic self-efficacy were least likely to perceive college cheating as unethical.”

Murdock, T. B., Anderman, E. M. "Motivational perspectives on student cheating: Toward an integrated model of academic dishonesty." *Educational Psychologist*, 2006, 41 (3), 129-145.

“3 particular questions that students encounter when deciding whether to cheat: (a) What is my purpose?, (b) Can I do this task?, and (c) What are the costs associated with cheating?”

Jordan, A. E. "College student cheating: The role of motivation, perceived norms, attitudes, and knowledge of institutional policy." *Ethics & Behavior*, 2001, 11 (3), 233-247.

“Cheaters, in courses in which they cheated, were also lower in mastery motivation and higher in extrinsic motivation than were noncheaters. Finally, cheaters differed from noncheaters on perceived social norms regarding cheating, on their knowledge of institutional policy regarding cheating, and on their attitudes toward cheating.”

Newstead, S. E., FranklynStokes, A., Armstead, P. "Individual differences in student cheating." *Journal of Educational Psychology*, June 1996, 88 (2), 229-241.

...students' motivation, in particular whether they are studying to learn rather than simply to obtain good grades, is a major factor in explaining these differences

Motivation for Cheating and Response to Cheating

Pressure to Cheat	
Behavior	Countermeasures
Avoid disappointing significant figures – e.g., parents, spouses, etc.	Educate students specifically on the ethics of cheating.
Increase standing among peers.	Develop, reinforce or make clear the concept of “genuine” achievement and its value.
Meet requirements for scholarships.	Emphasize the reputation externalities associated with cheating.
Meet requirements for prerequisites.	Integrate an honor code into the student culture
Meet requirements for Dean’s list.	Student developed
Level the playing field if others cheat.	Prominently displayed
Gain a competitive advantage in the job market.	Frequent reminder of application and consequence for violation

Issues of Self-confidence	
Behavior	Countermeasures
Lower ability students are more likely to cheat.	Identify these students at the beginning of class by administering a pretest of prerequisite material. Direct these students to remedial resources such as tutors, peer mentors or online material. Monitor the performance of these students carefully and meet with them if necessary. Students are less likely to cheat if they have a rapport with their professor.
When students are pitted against each other (for example, a strict grading curve) they are more likely to cheat.	Use a strictly fixed grading scale that you define at the beginning of class. Use a fixed grading scale that you will lower if necessary, but not raise. Create an environment where students are encouraged to work together. Assign study groups (not to do group work, but to make sure that no student feels isolated).
When the level of difficulty is too high (in fact or perceived), students are more likely to cheat.	Make sure that the difficulty of the material in your course is consistent with the national standards of our peer schools. Check the material of similar courses on the websites of our peer schools. Review the material from the prerequisite courses to your course to make sure that you are not assuming students have been taught something that they have not been taught.

	<p>Make sure the course difficulty is consistent across professors teaching the same class, otherwise the level of rigor seems arbitrary or punitive.</p> <p>Have professors review TA material to make sure the TAs are teaching their courses at the appropriate difficulty.</p> <p>Explain to students that now that we are a Big Ten school, the level of difficulty will be increased and that previous semester comparisons may no longer be valid. Changing their expectations may lessen their reaction to difficult material.</p> <p>Align the difficulty of homework assignments with the difficulty of exams.</p>
<p>When students believe that no matter how hard they work, they will not succeed, they are more likely to cheat.</p>	<p>Give students studying strategies for each assignment. Many students do not have good study habits and in reality much of what we're trying to teach them is how to learn.</p> <p>Provide online material such as practice quizzes, algorithmic homework problems, etc. Suggest students work this material. You can monitor whether students do these and then hold them accountable if they do not make use of these additional aids.</p> <p>Give students an estimate of the minimum amount of time they should expect to work on an assignment. This will help align their expectations with reality and also help them in their time management.</p> <p>Show the class examples of the work of students who did succeed (with their permission). This shows that your expectations are achievable by the class.</p> <p>Use a grading system that rewards improvement and/ or ultimately learning the material.</p>

Student Reason for Learning	
Behavior	Behavior
Students who have a passion for learning, for learning's sake, are less likely to cheat.	Provide opportunities for students to tailor an assignment to their own interests. For example, if you are having students research a company's marketing strategy, let each student choose his or her own company to analyze.
Students who view courses as "hurdles to get past" are more likely to cheat.	<p>Emphasize the broader course and college learning goals and outcomes that are being developed with each exercise (to combat, "when am I ever going to use this" mentality). Illustrate how different concepts and skills are interrelated using concept maps. Explicitly point out when you're using concepts or skills from another discipline, for example, "from your economics class you learned that marginal value is... we apply that here to ..." Hold students accountable for material they learned in earlier classes. For example, give a retention pre-quiz the first day of class. If students don't score above a certain percentage, they have to do online remedial work. Don't try to make learning "a game", but do develop strategies to engage students.</p>
Students who understand the long-term usefulness of material are less likely to cheat.	

Teacher Enthusiasm and Involvement Affect Cheating

Orosz, G., Toth-Kiraly, I., Bothe, B., Kusztor, A., Kovacs, Z. U., Janvari, M. "Teacher enthusiasm: a potential cure of academic cheating." *Frontiers in Psychology*, March 2015, 6.

“Aggregated teacher enthusiasm was directly and negatively linked to cheating and it explained more variance in cheating than academic motivations together.”

Ozgunor, S. "Relationship Between University Students' Cheating Behaviours and their Perceptions of Teacher and Student Characteristics." *Egitim Ve Bilim-Education and Science*, July 2008, 33 (149), 68-79.

“These results also indicated that students' characteristics and cheating behaviours changed based on their perceptions of instructors”

Stearns, S. A. "The student-instructor relationship's effect on academic integrity." *Ethics & Behavior*, 2001, 11 (3), 275-285.

“Students who admitted to acts of academic dishonesty had lower overall evaluations of instructor behavior than students who reported not committing academic dishonesty.”

Pulvers, K., Diekhoff, G. M. "The relationship between academic dishonesty and college classroom environment." *Research in Higher Education*, August 1999, 40 (4), 487-498.

“Cheaters described their classes as significantly less personalized, satisfying, and task oriented than did noncheaters.”

..., neutralization increased with decreases in perceived classroom personalization, involvement, student cohesiveness, satisfaction, task orientation, and individualization,

4. Honor codes – Increasing their effectiveness

Henning, M. A., Malpas, P., Manalo, E., Ram, S., Vijayakumar, V., Hawken, S. J. "Ethical Learning Experiences and Engagement in Academic Dishonesty: A Study of Asian and European Pharmacy and Medical Students in New Zealand." *Asia-Pacific Education Researcher*, March 2015, 24 (1), 201-209.

“...those students who read the student code of conduct were more likely to engage in academically 'honest' behaviours.”

Bing, M. N., Davison, H. K., Vitell, S. J., Ammeter, A. P., Garner, B. L., Novicevic, M. M. "An Experimental Investigation of an Interactive Model of Academic Cheating Among Business School Students." *Academy of Management Learning & Education*, March 2012, 11 (1), 28-48.

“Explicit presentations of both the honor code reminder and the realistic course warning led to significant reductions in academic cheating.

...highest self-perceived cognitive ability engaged in the least cheating, especially when both the honor code reminder and the realistic course warning were presented at the outset of the semester.

...an academic institute's possession of an honor code reminder alone is not sufficient to substantially reduce academic cheating, and that an explicit reminder of the honor code and a realistic course warning together will produce the greatest reduction in cheating.”

To be effective honor codes, and academic integrity statements, need to be integrated into the student and faculty culture. Students need to be reminded of the honor code and held accountable for violations in a consistent manner. The course syllabus offers a vehicle for such a reminder. Common syllabus language is provided below.

→ Syllabus Language:

***The proposed policy below should be mandatory and included in all CBA syllabi. Portions of Part C are not necessary in courses where there is no writing or group work.

CBA POLICY ON ACADEMIC INTEGRITY

Per the UNL Student Code of Conduct: "The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

A. Academic dishonesty includes, but is not limited to, the following: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; communicating information in an unauthorized manner to another person for an academic test, examination or exercise; plagiarism; tampering with academic records and examinations; falsifying identity; aiding other students in academic dishonesty, and other behaviors in the student judicial code of conduct, Article III section B (stuafs.unl.edu/dos/code)

B. The penalties for academic dishonesty will be severe, and may range from receiving a failing grade on the test or assignment, failing the course in which academic dishonesty took place, or the possibility of expulsion from the university. Faculty will report all cases of academic dishonesty to the Dean of Students at UNL, who will place a report in the student's permanent file. A file of academic integrity violations will also be maintained by the College of Business.

C. If you copy, or substantially copy, work from anyone else on a paper, the work must be put in quotes and the source(s) cited. Otherwise, it is plagiarism. If plagiarism or other forms of academic dishonesty are found on a group work assignment, it is possible that every member of the group will be punished. It is to your advantage to check out anything that does not seem like the work of your group members or colleagues. Written assignments are subject to verification using Safe Assignment for plagiarism.

D. Examples of misconduct that you may want to include on your syllabus or in a separate document you upload on Blackboard

Types of academic misconduct include, but are not limited to:

- Interacting with other students during an exam or quiz
- Using unauthorized resources during or before an exam or quiz
- Unauthorized reproduction/possession/distribution/use of an exam or quiz, in whole or in part
- Altering graded exams or intentionally creating ambiguity with exam answers
- Presenting as your own, work done, in whole or in part, by another individual or individuals
- Resubmitting your own work, in whole or part, for a different class without the instructor's permission
- Doing an assignment, exam or quiz for someone else, in whole or in part
- Having someone else do an assignment, exam or quiz for you, in whole or in part
- Providing answers on an assignment, exam or quiz for someone else, in whole or in part
- Claiming the Professor lost the exam or assignment
- Plagiarism
- Providing false information in a bibliography or reference list
- Exaggerating class or group participation and contribution
- Making up an excuse to get additional time to do an assignment or postpone a test
- Making up an excuse to get an excused absence from attendance
- Signing an attendance sheet for someone else or have someone sign for you
- Tampering with academic records and examinations
- In any context, presenting yourself as another person or having someone present themselves as yourself
- Aiding others or participating in any of the above

5. Countermeasures to cheating

The table below describes various types of cheating and the best practices countermeasures.

Countermeasures to Student Cheating by Type of Behavior

Interacting with other students during an exam or quiz	Best Practices Countermeasures
Copying from another student	<p>Have multiple versions of the exam – randomize answers as well as question numbers.</p> <p>Print the exam on as many different colors of paper as you have versions of the exam, but randomly assigned the colors to each version.</p> <p>OR</p> <p>Don't tell students there are multiple versions of the exam.</p> <p>Have the same first and last page for all versions of the exam.</p> <p>Use small font.</p> <p>Have students insert the bubble sheet after the first page of the exam and hand in both the exam and the bubble sheet together. So that you can match test version to student.</p> <p>Have assigned seats for exam days – randomize students – seat best students at the back of the class and seat worst students at the front of the class.</p> <p>Have student eyes visible – no sunglasses, hats removed or rims turn to the back, hair pulled back.</p> <p>Remind students to keep their eyes on their own exam.</p> <p>Remind students that looking at another person's paper is cheating whether they use the answers are not.</p> <p>Use software to compare student responses for unlikely similarities.</p>
Using signals (e.g., hand signs, tapping, any codes, etc.) to communicate with one or more students	<p>Watch for unusual behavior.</p> <p>Strictly Proctor – don't do any other activity during the exam.</p> <p>Have at least one proctor per 50 students.</p>
Any form of electronic transmission to or from one or more students	<p>Allow only the exam, pencils, supplied scratch paper and approved calculator on top of the desk.</p> <p>No headphones or earbuds allowed.</p>
All parties knowingly involved in any of the above will be equally guilty	<p>Remind students that knowingly allowing someone to cheat from them is considered cheating.</p>

Unauthorized resources during or before an exam or quiz	Best Practices Countermeasures
Crib sheets – written on anything	Provide and collect scratch paper. No drinks except clear water bottles. No erasers other than those attached to the pencil – handout #2 pencils with attached erasers – students return these with the exam. Inform students that you will randomly examine calculator lids and backsides for writing. Have students roll up their sleeves
Google glasses , Apple watches or other devices	Inform students that the mere possession of Google glasses, Apple watches or other similar devices during an exam will be considered cheating whether they are used or not. Remind students to put cell phones out of sight. Cell phones visible during the exam will be considered an act of cheating.
Unauthorized calculators, laptops, notepads, or other electronic devices	Inform students that the only electronic device allowed will be the approved calculators.
Discussing the exam content with students that have yet to take the exam (applies to both parties of the discussion)	Inform students not to discuss the exam with anyone that hasn't taken the exam yet.
Receive or provide unauthorized advanced information about a test	Do not reuse exams. Do not use test banks. Do not use the same exam for multiple sections of the same course.
Have someone take an exam for you Take an exam for someone else	Check IDs and match to roster. Take a photo of the class during the exam. Use handwriting as an identifier. Have students write a unique phrase on the first page of the exam that could be matched to their handwriting later to confirm their identity. Use in conjunction with class photo. Have students place their IDs on their desk while they're taking the exam. Randomly check IDs and crosscheck to roster.

Unauthorized reproduction/possession/distribution/use of an exam or quiz in whole or in part	Best Practices Countermeasures
<i>Reproduction includes</i> , but is not limited to, handwritten copies, reconstruction from memory, photocopies, photographs, web viewing or downloading, previously used copies and purchases copies.	Print only the number of exams corresponding to the number of students taking the exam. Do NOT use the same exam for multiple sections of the same course Do NOT use the same exam for make-up exams
<i>Possession includes</i> , but is not limited to, possession of a hard copy, possession of an electronic copy stored on any device, or access to a copy (e.g., cloud storage).	If make-up exams are given then give them after the regularly scheduled exam to keep leakage to a minimum Store the exams off-campus until the exam is given.
<i>Distribution includes</i> , but is not limited to, physical distribution, email, social media, posting to any storage medium, or otherwise providing access to the exam.	Number the exams and match them to specific students based on the assigned seating chart. When the professor says to stop working on the exam, have the students insert the bubble sheet after the first page of the exam, stand up and leave their exams in their assigned seats. The proctors then collect exams from the assigned seats.
<i>Use includes</i> , but is not limited to, studying from an unauthorized copy of an exam, handing in an exam taken outside the approved exam setting.	Have students exit the room single file and have the proctors take the exams from the students one at a time.

Altering graded exams or creating ambiguity with exam answers	Best Practices Countermeasures
Changing your answers on a graded exam for a regrade	Make a photocopy of the bubble sheet to hand back to the students. Make a photocopy of written answers to hand back to students.
Marking more than one answer on a multiple-choice exam	Make a photocopy of the bubble sheet to hand back to students.
Writing more than one answer for a question when only one is required	Make a photocopy of written answers to hand back to students.
Working past the time when the professor says to stop working	When the professor says to stop working on the exam, have the students insert the bubble sheet after the first page of the exam, stand up and leave their exams in their assigned seats. The proctors then collect exams from the assigned seats.
Claiming the professor lost the exam.	

Assignments and Take-home exams	Best Practices Countermeasures
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<p>Presenting as your own, work done in part or in whole by another individual or individuals.</p>	<p>Instructions should indicate in writing whether the work needs to be done individually and if external sources are allowed how they should be attributed.</p> <p>Use a SafeAssignment or other similar software.</p> <p>Create algorithmic portions for each assignment that are different for each student.</p>
<p>Resubmitting your own work for a different class without the instructor's permission.</p>	<p>Instructions should indicate in writing whether this is allowed.</p> <p>Create unique assignments where work from other classes is unlikely to be applicable.</p>
<p>Doing an assignment for someone else, in part or in whole. Providing answers on an assignment for someone else, in part or in whole. Working in groups when the assignment is individual.</p>	<p>For assignments where there is a unique correct answer, use algorithmic questions.</p> <p>Create assignments that require individual perspectives in the responses.</p> <p>Create unique assignments that would require class attendance to answer, e.g., "based on our discussion in class..."</p>

B) Plagiarism	Best Practices Countermeasures
<p>From the UNL website: "Presenting the work of another as one's own (i.e., without proper acknowledgement of the source) and submitting examination, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person. Materials covered by this prohibition include, but are not limited to, text, video, audio, images, photographs, websites, electronic and online materials, and other intellectual property."</p>	<p>Educate students on the nature and types of plagiarism.</p> <p>Use software such as SafeAssignment.</p> <p>Check for changes in writing style, word usage and grammatical errors within a document.</p> <p>Look for sudden increases in the quality of a student's writing either within a paper or for the same student across time.</p> <p>Create assignments that require individual perspectives in the responses.</p> <p>Create unique assignments that would require class attendance to answer, e.g., "based on our discussion in class..."</p> <p>Check the "Properties" feature in MS Word for authorship, versions and revision times.</p>

C) Misrepresentation	Best Practices Countermeasures
Providing false information in a bibliography or reference list	
List fake references, include unread or irrelevant references	Inform students that you may randomly require that they provide the original source material for a citation and that they highlight the part of the material that was incorporated into their paper.
Exaggerate class or group participation and contribution	Use peer evaluations. Divide the assignment into discrete tasks. Have each student evaluate his or her own percentage contribution and the percentage contribution of the remaining group members to each task. If there are discrepancies among the self and peer evaluations students must provide concrete evidence of their contribution.
Make up an excuse to get additional time to do an assignment or postpone a test Make up an excuse to get an excused absence from attendance	Require students to provide documentation when possible, e.g., doctors notes, airline stubs.
Sign in attendance sheet for someone else or have someone sign for you	Have assigned seats and take a photo of the class as a substitute for a sign-up sheet.
D) Tampering with academic records and examinations	
E) Falsifying the identity	
In any context, presenting yourself as another person or having someone present themselves as you	Have students present their student IDs and/or sign-in.
F) Aiding others in any of the above	

6. Why professors avoid confronting cheaters

To create an environment of academic integrity and reduce the incidence of cheating it is critical that faculty follow a consistent set of policies. The literature indicates however that there are impediments to this guideline. For example, as quoted in Keith-Spiegel, et. al.,

“...up to 20% of faculty respondents report taking no action when they observe one of their students cheating, even when the evidence is strong (Graham, Monday, O'Brien, & Steffen, 1994; Tabachnick, Keith-Spiegel, & Pope, 1991)”

“...Respondents cited **insufficient evidence** that cheating has occurred as the most frequent reason for overlooking student behavior or writing that might be dishonest. A factor analysis revealed 4 other clusters of reasons as to why cheating may be ignored. **Emotional reasons** included stress and lack of courage. **Difficult reasons** included the extensive time and effort required to deal with cheating students. **Fear reasons** included concern about retaliation or a legal challenge. **Denial reasons** included beliefs that cheating students would fail anyway and that the worst offenders do not get caught. The reasons why instances of academic dishonesty should be proactively confronted are presented.” (emphasis added)

Patricia Keith-Spiegel , Barbara G. Tabachnick , Bernard E. Whitley Jr. & Jennifer Washburn (1998) Why Professors Ignore Cheating: Opinions of a National Sample of Psychology Instructors, *Ethics & Behavior*, 8:3, 215-227 and in

7. Enforcement Procedures Step-by-step Guide

STEP 1 - Meet with student to discuss. Invite a faculty colleague and/or Department Chair to also attend the meeting. You may also choose to record the meeting if you inform the student that a recording is being made.

STEP 2 - Determine punishment for the incident (i.e., fail student on assignment, fail student for the course, etc.). Note: student may continue to attend class subject to appeal determination (see Step 5).

STEP 3 - Report incident to Dean of Students, Department Chair, and CBA Advising Office. Copy student on any correspondence.

Once you determine cheating has occurred and after you have met with the student, send a copy of the materials to the Dean of Students (currently Matt Hecker) using the Academic Integrity Report Form found at the following url:

<http://involved-apps.unl.edu/a/AcademicDishonesty/>

You are also encouraged to send a copy of the letter to your Department Chair (or Program Director for PhD and Masters students) and CBA Advising (currently D'Vee Buss).

STEP 4 - Dean of Students meets with student to make determination. Dean of Students may contact the reporting Faculty for follow-up and clarification.

STEP 5 - If a violation of Academic Integrity has occurred, student can accept punishment or appeal determination. Faculty may be required to testify at the appeal hearing.

Sample Letters for Faculty Use

Example Letter – Student Confessed

November 20, 2013

Dr. Matt Hecker
Dean of Students
106 Canfield Administration Building
P.O. Box 880418
Lincoln, NE 68588-0418

Dear Dr. Hecker:

Three students in my Accounting 412 class (Section 250) cheated together on two exams. For Exam 2 in my class each student had the same 16 multiple choice answers of which 14 were correct. For Exam 3, I made 4 versions of the exam and each student had a separate version and again, they had the same answers. Two, Yyyy and Xxxx had all 16 answer the same even though they had two versions and the third, Zzzz had 14 answers copied even though she had a separate version as well. According to the definition of academic dishonesty in the Undergraduate Bulletin, copying from another's paper is cheating.

At my request, each has met with me in my office. Zzzz, Yyyy, and Xxxx each admitted cheating on exam 3 and to obtaining a copy of the test bank to study for exam 2. They appeared remorseful and apologized.

I have retained copies of the multiple choice section of both exams that can be provided upon request. I have failed all three students and advised each I would report their actions to the University Of Nebraska Dean of Students.

Sincerely,

cc: Dr. D'vee Buss, Assistant Dean, College of Business
Dr. Paul Shoemaker, Director of the School of Accountancy

Example Letter – Student Denied Misconduct

November 26, 2013

Dr. Matt Hecker
Dean of Students
CC: Sharon Kerrigan
106 Canfield Administration Building
P.O. Box 880418
Lincoln, NE 68588-0418

Dear Dr. Hecker:

I am enclosing three tests from each Xxxx (Student ID#) and Yyyy (Student ID#) along with scantrons from exams 2 and 3. My first two exams did not have different versions and in response to suspected academic dishonesty in another section, I created four versions of exam 3 and as such I am also including copies of 3 other students with versions that match each Mr. Yyyy and Mr. Xxxx. After examining Mr. Yyyy's multiple choice answers from exam three, I looked at the first two exams and found almost carbon copies of Mr. Xxxx's work (31 of 32 matching answers). It is my thought that Mr. Yyyy copied the answers given his results on the problem part of the exam. I don't recall a student scoring so well on the MC portion and then so badly on the problems.

I talked to both students and both denied cheating. Subsequently I had a discussion with Sharon Kerrigan and she advised me of my actions. I am requesting that your office have a discussion with each student and if you determine there is evidence of cheating to fail them for my class.

Sincerely,

cc: Dr. D'vee Buss, Assistant Dean, College of Business
Dr. Paul Shoemaker, Director of the School of Accountancy
Sharon Kerrigan Dean's

Proposed CBA Student Academic Integrity Statement

College of Business Administration Academic Integrity Statement

The College of Business Administration (CBA) is committed to training and developing ethical leaders. Academic Integrity is fundamental to this commitment. Each CBA student must display academic integrity, which includes but is not limited to:

- Being honest in all dealings with faculty, staff, administrators, and peers
- Representing your work as your own
- Taking ownership and responsibility for completing assignments as directed
- Avoiding academic dishonesty or the appearance of academic dishonesty

As a CBA student, you are held to the standards set by the University of Nebraska - Lincoln Student Code of Conduct, which sets out the following:

Academic dishonesty includes, but is not limited to, the following: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; communicating information in an unauthorized manner to another person for an academic test, examination or exercise; plagiarism; tampering with academic records and examinations; falsifying identity; aiding other students in academic dishonesty, and other behaviors in the student judicial code of conduct, Article III section B (stuafs.unl.edu/dos/code)

More specifically in the Student Code of Conduct, acts of dishonesty are specified as, but not limited to:

<p><u>Cheating:</u> Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communication information in an unauthorized manner to another person for an academic test, examination or exercise.</p> <p><u>Fabrication or Falsification:</u> Falsifying or fabricating any information or citation in any academic exercise, work, speech, research, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.</p> <p><u>Plagiarism:</u> Presenting the work of another as one's own (i.e., without proper acknowledgement of the source) and submitting examination, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person. Materials covered by this prohibition include, but are not limited to, text, video, audio, images, photographs, websites, electronic and online materials, and other intellectual property.</p>	<p><u>Abuse of Academic Materials:</u> Destroying, defacing, stealing, or making inaccessible library or other academic resource material.</p> <p><u>Complicity in Academic Dishonesty:</u> Helping or attempting to help another student to commit an act of academic dishonesty.</p> <p><u>Falsifying Grade Reports:</u> Changing or destroying grades, scores or marking on an examination or in a faculty member's records.</p> <p><u>Impermissible Collaboration:</u> Collaborating on any academic exercise, work, speech, test or examination unless expressly authorized by the faculty member. It is the obligation of the student to know whether collaboration is permitted.</p> <p><u>Misrepresentation to Avoid Academic Work:</u> Misrepresentation by fabrication of an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of an academic work or to avoid or delay the taking of a test or examination.</p> <p><u>Other:</u> Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course.</p>
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Occurrences of academic dishonesty will be reported to the Dean of Students using the Academic Integrity Report Form found at <http://involved-apps.unl.edu/a/AcademicDishonesty/>. The faculty member will determine the punishment for the incident. The penalties for academic dishonesty will be severe, from an F on a test or assignment, an F in the class, and up to and including expulsion from the university.

I have read and understand the CBA Academic Integrity Statement and agree to abide by its authority.

Signature: _____ Date: _____

Name (printed): _____ Major: _____

Student #: _____ Email address: _____

***All students majoring in CBA majors and/or taking CBA Courses are subject to the CBA Academic Integrity Statement. Failure to read/understand the statement or failure to sign and submit this form does not limit expectations.**