

**Western Michigan University**  
**Office of Student Conduct**  
**Student Affairs**

**Prepared for**  
**Department of Geosciences**  
**October 2009**  
**By Joyce Lew & Carla Koretsky**

# Rationale

- Instructors (TAs & faculty) need to know how to handle suspected cases of academic misconduct (& methods to prevent it!)
- Students & instructors need to thoroughly understand student code definitions of academic honesty & possible consequences of misconduct

# My own 2c

- Academic misconduct process is clear, fair (very helpful staff!)
- Instructors should use process, rather than ignoring issues or *ad hoc* handling of cases

# **My own 2c: Why you shouldn't ignore academic misconduct**

- Students are confused when they engage in inappropriate behavior (sometimes repeatedly) without consequence
- Students are cheated of educational opportunities
- Unfair to students who do not engage in academic misconduct

# My own 2c: Preventing misconduct

- **Syllabus is critical!** Include explicit statements of expectations. Hand out on first day of class.
- Make a policy regarding headphones, laptops, calculators, etc. and state it.
- Make sure students understand when collaboration is allowed (e.g. labs) and when individual work must be completed.
- Take care in large classes – use multiple exam copies, proctors, seating with space if possible.

# Office of Student Conduct

**2112 Faunce Student Services**

**(269) 387-2160**

**Office Hours:**

**Monday – Friday**

**8 a.m. – 5 p.m.**

**[www.osc.wmich.edu](http://www.osc.wmich.edu)**

# **Staff**

**Joyce Lew, Director**

**Melissa Kuepfer, Office Associate**

# **Our Goal**

- **To create educational opportunities**
- **To hold students accountable for their actions and make them aware of behavioral consequences**
- **To promote individual insight for making better decisions**
- **To educate students about core values of integrity and civility**

# **The Student Code**

**The Western Michigan University Student Code is a guideline for students' behavior, containing their rights and responsibilities, as defined by Western Michigan University.**

**Approved by the Board of Trustees  
April 23, 1999**

# **What we do:**

- **Interpret and enforce the Student Code**
- **Coordinate the student conduct process**
- **Act as a resource for students, faculty and staff**
- **Coordinate and advise conduct panels and University Appeal Board**
- **Facilitate the procedures for student academic misconduct process**

# **What we are not:**

- **The court system - not a criminal process**
- **Attorneys are not needed - students speak for themselves**
- **No legal jargon or terminology**
- **Records are not public**
- **Not adversarial**

# Examples of Misconduct

- **Violation of federal, state or local laws**
- **Unauthorized copying or distribution of copyrighted materials**
- **Abuse of alcohol**
- **Drug possession or use**
- **Academic misconduct**

# **Academic Misconduct**

**Western Michigan University, Student Code of Conduct (page 10):**

**“Academic Misconduct” – Including but not limited to the following: Cheating, fabrication, falsification, forgery, multiple submissions, plagiarism, complicity, or other forms of academic dishonesty.**

# Academic Honesty Definitions

- Source: Western Michigan University Undergraduate and Graduate Catalog: <http://catalog.wmich.edu/>

# **Cheating**

**Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise**

# **Fabrication, Falsification and Forgery**

- **Fabrication = is the intentional invention and unauthorized alteration of any information or citation**
- **Falsification = is altering information**
- **Forgery = the act to imitate or counterfeit documents, signatures, and the like**

# **Multiple Submission**

**Multiple submission is the submission of substantial portions of the same work for credit more than once without authorization from instructors of all classes for which the student submits the work**

# Plagiarism

Plagiarism is intentionally,  
knowingly, or *carelessly*  
presenting the work of another  
as one's own

# Clarifying Plagiarism in Scientific Writing

**Directly From Payne et al. (2004) Article:**

Abstract: Both types of SC models showed a promising capability to simulate sorption data obtained across a range of chemical conditions.

Pg. 11: As previously reported by Waite et al. [5], the GC models tended to provide better simulations than the CA models.

## **PLAGIARISM:**

According to Payne et al. (2004) both types of SC models showed a promising capability to simulate sorption data obtained across a range of chemical conditions. However, as previously reported by Waite et al. [5], the GC models tended to provide better simulations than the CA models.

# Clarifying Plagiarism in Scientific Writing

**Directly From Payne et al. (2004) Article:**

Abstract: Both types of SC models showed a promising capability to simulate sorption data obtained across a range of chemical conditions.

Pg. 11: As previously reported by Waite et al. [5], the GC models tended to provide better simulations than the CA models.

**NOT PLAGIARISM, BUT NOT CONSIDERED ACCEPTABLE IN MOST SCIENTIFIC WRITING:**

According to Payne et al. (2004) “both types of SC models showed a promising capability to simulate sorption data obtained across a range of chemical conditions.” However, Payne et al. (2004) points out, “as previously reported by Waite et al. [5], the GC models tended to provide better simulations than the CA models.”

# Clarifying Plagiarism in Scientific Writing

**Directly From Payne et al. (2004) Article:**

Abstract: Both types of SC models showed a promising capability to simulate sorption data obtained across a range of chemical conditions.

Pg. 11: As previously reported by Waite et al. [5], the GC models tended to provide better simulations than the CA models.

**CORRECT:**

Payne et al. (2004) showed that either a component additivity or a generalized composite approach could successfully reproduce U sorption data on a weathered schist, but the component additivity approach generally did not produce as good a fit to the measured data.

# Other resources

- WMU Writing Center:

<http://www.wmich.edu/casp/writingcenter/>

- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

# Complicity

**Complicity is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty**

# Academic Misconduct Flowchart

- Instructor completes Academic Dishonesty Charge Form
- Instructor sends materials to OSC

- OSC contacts student
- OSC places hold
- OSC meets with student
- Hold stays until case completed

## Student Accepts Responsibility

- OSC informs instructor of outcome
- Instructor determines grade penalty (if any)
- OSC may impose non-grade related sanctions

## Student does Not Accept Responsibility

- OSC informs instructor of student's decision
- Instructor decides on hearing type:
  - ▶ Instructor OR
  - ▶ Academic Integrity Hearing Panel (AIHP)

**Instructor Hearing**  
Student may appeal decision within 5 business days to AIHP

**AIHP Hearing**  
Decision is final  
No appeal

# **While Case Is Pending**

- **Students will not be permitted to withdraw from a course to avoid imposition of any academic penalty**
- **Students have the right to attend and participate in class**

# Possible Sanctions

- **Warning**
- **Reprimand**
- **Behavior Contract**
- **Discretionary Sanctions**
- **Restitution**
- **Loss of Privileges**
- **Probation**
- **Research or Reflection Papers**
- **Community Service Hours**
- **Suspension**
- **Expulsion**
- **Removal from Residence Hall**
- **Parent/Guardian Notification Form**

# **What are some other possible Consequences?**

- **Embarrassment and Inconvenience**
- **Failure of Assignment and/or Course**
- **Expulsion from University**
- **Loss of Privileges, such as leadership positions on campus, study abroad opportunities**
- **GPA**

# Questions

**Thank you**