Step UP!

Be a Leader, Make a difference
Step UP! to Academic Misconduct
What is your gender identity?

1. Male
2. Female
What is your definition of Academic Integrity?
Ethical or Unethical?

Your friend took a test this morning. You have the same class this afternoon. You ask your friend what was on the test.

Ethical or Unethical?
Discussion Questions

1. How do you decide whether or not to Step UP! about your own or someone else's academic misconduct?

2. In determining your actions, what is more important – integrity or loyalty?
4. In what ways do we help or hurt someone else by letting them “cheat”?

a) Are you wrong if you help someone cheat?

b) Are you wrong if you know someone is cheating but don’t do anything?

c) How do we help or hurt ourselves by letting someone else “cheat”?
Infractions can include:

- Plagiarism  (intentional or unintentional)
- Cheating on an Exam
- Fabrication
- Facilitating Academic Dishonesty
- Unauthorized Assistance

Per The UA Office for the Responsible Conduct of Research (2011)
I have witnessed academic misconduct & could have taken action (talked to the person, reported it to an instructor, etc.) but I did not.

1. Yes
2. No
What is plagiarism?
Plagiarism

“Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.”

We MUST give credit where credit is due!

Definition adopted by The University of Arizona Libraries
WHY do students plagiarize?

- Procrastination / time management
- Weak research and critical thinking skills
- New learning culture
- Educational background and language Skills
- Design of assignment

Types of Plagiarism

Sources Not Cited

www.writecheck.turnitin.com

- The Ghost Writer
- The Photocopy
- The Potluck Paper
- The Poor Disguise
- The Labor of Laziness
- The Self Stealer
Types of Plagiarism

Sources Cited

www.writecheck.turnitin.com

- The Forgotten Footnote
- The Misinformer
- The Too-Perfect Paraphrase
- The Resourceful Citer
- The Perfect Crime
Tips to Avoid Plagiarism

- Build a paper trail
- Cite as you write
- Give credit to words and ideas
- Use technology for peace of mind

www.plagiarism.org
Cheating on tests/quizzes
What are the top 3 reasons you think people cheat?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Don’t think they will get caught</td>
</tr>
<tr>
<td>2</td>
<td>Did not study enough</td>
</tr>
<tr>
<td>3</td>
<td>Don’t care about the class</td>
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<tr>
<td>4</td>
<td>Everyone else is doing it</td>
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<tr>
<td>5</td>
<td>Skipped class</td>
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<tr>
<td>6</td>
<td>Lack confidence in academic ability</td>
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<td>7</td>
<td>Competition / Pressure to do well</td>
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<tr>
<td>8</td>
<td>Opportunity presented itself</td>
</tr>
<tr>
<td>9</td>
<td>Laziness</td>
</tr>
</tbody>
</table>
If a professor approached me about cheating and I had, I would admit it.

1. Yes, always, it’s the honest and/or ethical thing to do.
2. Yes if I thought the penalty and professor would be fair.
3. No, never admit anything – make them prove it.
4. No, I’d be too embarrassed to be thought of as a cheater by the professor.
Lying regarding circumstances
If you answered yes, think of a specific example and why didn’t you act?

0% 1. Thought they would know I turned them in
0% 2. Thought it was none of my business & didn’t affect me
0% 3. I didn’t know what to do
0% 4. Guilt - I had done the same thing
0% 5. Knew they wouldn’t pass w/o cheating; felt sorry for them
0% 6. They were my friend and I didn’t want them to get caught
0% 7. You have to cheat to succeed
Does the possible penalty affect whether or not you will cheat?

1. Yes, I consider the risk versus reward
2. Perhaps, depending on the circumstances
3. No, I don’t think I’ll get caught
4. No, I don’t think about the penalty
Have you considered other ways that you “cheat” yourself academically?

- Not going to class/leaving early
- Not doing assignments
- Texting, Facebooking, reading the paper, sleeping in class
- Not studying enough
- Not getting help if you need it
- Not giving your best – settling for less
Quoting

- Identical to original work
- Matched word for word
- Must cite original source

Adapted from Purdue Online Writing lab
Summarizing

- Putting author’s general idea into your own words
- Maintain original meaning of author
- Basic order of original text maintained
- Significantly shorter than original text
- Must cite original source.

Adapted from Purdue Online Writing lab
Paraphrasing

- More detailed restatement than a summary
- Putting a passage from a source material in your own words
- Maintain original meaning of author
- Just about equal in length to original source
- Order of information may change
- Must cite original source

Adapted from Purdue Online Writing lab
What happens if you get caught?

Consequences

- Written warning by the professor
- Loss of credit on the assignment
- Lower or failing letter grade in course
- Temporary transcript notation
- Permanent transcript notation
- Removed from college or prevented from entering major (advanced standing)
- Expulsion from the University
- Public Consequence
- Impact of eligibility

NOTE: In many cases, the level of premeditation (what actions did you take to cheat) is considered when imposing the penalty.
As a Reminder…

When you help someone cheat on an assignment or exam, both parties will be held equally accountable!
ATHLETICS

vs.

ACADEMICS
What does it take to be successful athletically/academically?

- Hard work
- Preparation
- Asking for/Accepting help from a “coach”
- Discipline
- Communication
- Focus
- Persistence; Perseverance
- Setting goals; establishing priorities
- Team or peer support
How many of these things do you do on a consistent basis for your athletics?

1. 0-3
2. 4-6
3. 7-9
How many of these things do you do on a consistent basis for your **academics**?

1. 0-3
2. 4-6
3. 7-9
Bystander Strategies
The 5 Decision Making Steps

1. Notice the Event
2. Interpret it as a problem
3. Assume Personal Responsibility
4. Know How to Help
5. Step UP!
The S.E.E. Model

Safe Responding

Early Intervention

Effective Helping
Perspective Taking

What would you want someone to do for you?
Obedience to Perceived Authority
Friends Helping Friends

I care
I see
I feel
I want
I will

Adapted from BACCHUS Network’s Certified Peer Educator Training
Value Based Decisions - Is it Worth it?
Our Goal

DO SOMETHING!
Strategies for Success - Action Steps

- Proper planning
- Effective Communication
- Full Disclosure
Helpful Strategies for Success cont.

- ACCEPT ownership of academic success.
- SET academic goals
- DO NOT miss class
- Study & READ EVERY day
- READ and FOLLOW the class syllabus – plan ahead
- GET HELP as soon as it’s needed
- BUILD a relationship with the professor or the TA
- REVIEW all exams
- Participate in class
Scenario 1

You are in a group for a GenEd class. There are 5 people in the group and the other 4 members want to cut and paste everything from the internet because they know the professor doesn’t use TurnItIn and won’t have time to check the source of your information. You feel pressured to go along with the group, but you know that regardless of the professor checking, it is not right. What do you do?
Scenario 2

A classmate you know socially has been partying lots and totally blowing off school. He (or she) approaches you and asks to sit next to you during the midterm tomorrow so they can copy your answers. You feel a little resentful since you have been to every class, and attended the review sessions, but don’t want to jeopardize the friendship. What do you do?
Scenario 3

You are in the same class with your best friend who has missed the last two weeks of class due to having the H1N1 flu. You have an exam tomorrow that’s worth 30% of your final grade. If they fail the class, your friend will lose their financial aid scholarship, and they ask you to let them sit next to you during the exam so they copy off your paper. What do you do?
Have you ever been concerned about a situation and wanted to help... but didn't?

You're not alone.

This situation is more common than you might think, and is known as the bystander effect. Step UP! is a comprehensive bystander intervention program that will teach you:
- The 5 Decision Making Steps
- Other Factors That Affect Helping, Including Perspective Taking
- Strategies for Effective Helping
- The S.E.E. Model: Safe, Early, Effective
- Warning Signs, Action Steps and Resources

Step UP! is used by athletics, Greek life, student affairs, campus health, violence prevention centers, residence life and many others. Learn more now: students or facilitators.

www.stepupprogram.org