

# 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**

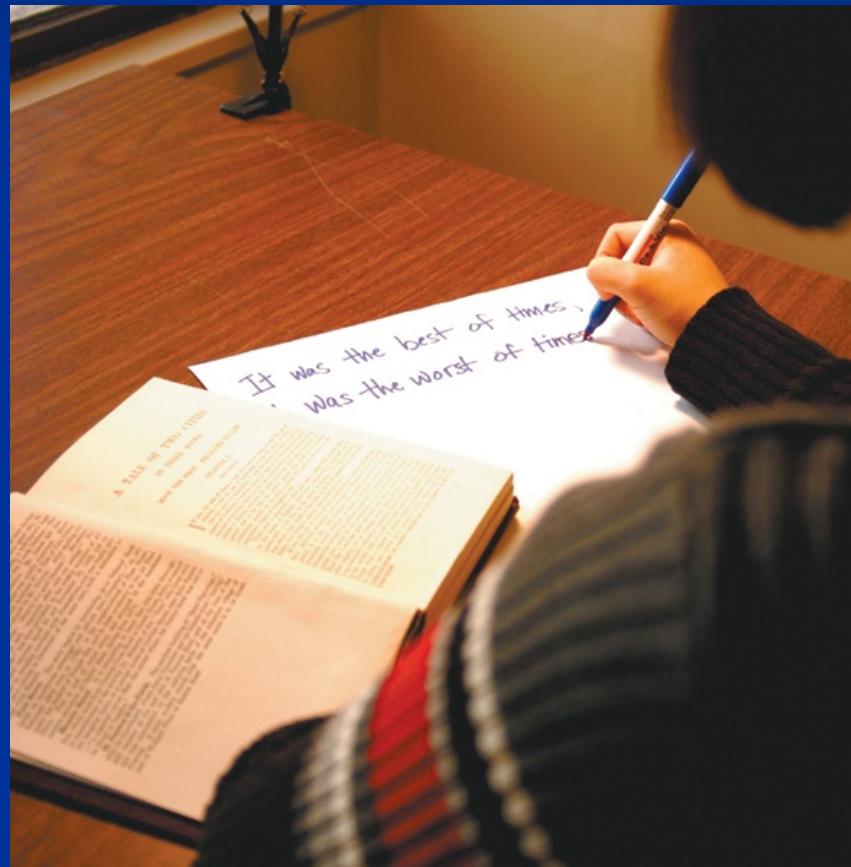


**I have witnessed academic misconduct & could have taken action (talked to the person, reported it to an instructor, etc.) but I did not.**

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**

Owen, H. (2007). ESL students: Fostering skills to avoid plagiarism. The power of language: Perspectives from Arabia. A. Jendli, S. Troudi and C. Coombe. Dubai, TESOL Arabia: 215-231.

# Types of Plagiarism

*Sources Not Cited*

[www.writecheck.turnitin.com](http://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](http://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

# Cheating on tests/quizzes





# What are the top 3 reasons you think people cheat?

- 0% 1. Don't think they will get caught
- 0% 2. Did not study enough
- 0% 3. Don't care about the class
- 0% 4. Everyone else is doing it
- 0% 5. Skipped class
- 0% 6. Lack confidence in academic ability
- 0% 7. Competition / Pressure to do well
- 0% 8. Opportunity presented itself
- 0% 9. Laziness

10

Countdown

# 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



Yes, always, it's the honest and/or ethical thing to do

Yes if I thought the penalty and professor would be fair

No, never admit anything – make them prove it

No, I'd be too embarrassed to be thought of as a cheater by the professor

10

Countdown

# Lying regarding circumstances



**If you answered yes, think of a specific example  
and why didn't you act?**

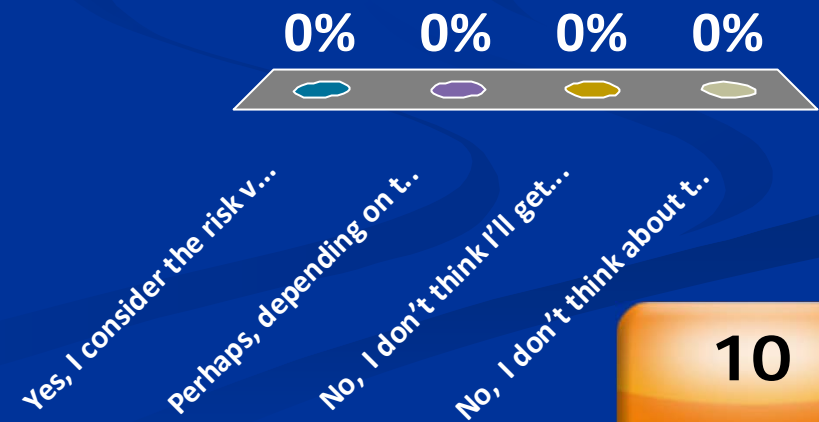
- 0% 1. Thought they would know I turned them in
- 0% 2. Thought it was none of my business & didn't affect me
- 0% 3. I didn't know what to do
- 0% 4. Guilt - I had done the same thing
- 0% 5. Knew they wouldn't pass w/o cheating; felt sorry for them
- 0% 6. They were my friend and I didn't want them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

**10**

Countdown

# 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



10

Countdown

# 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

# 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

# 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.**

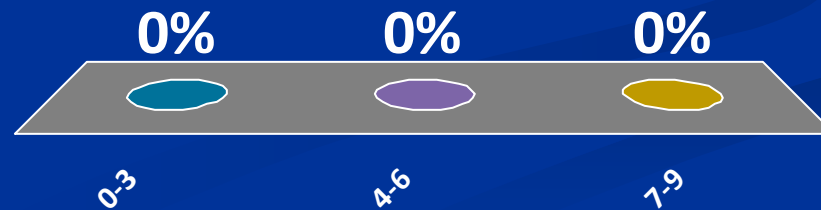
# ACADEMICS

# 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

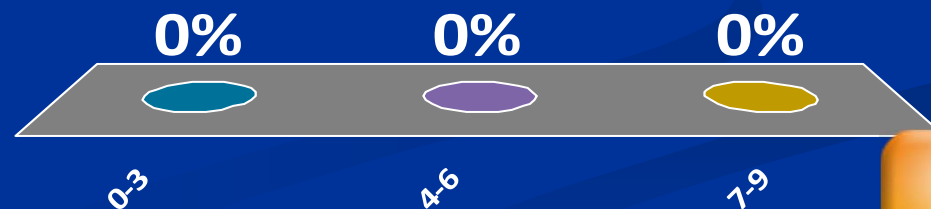


10

Countdown

# How many of these things do you do on a consistent basis for your **academics**?

1. 0-3
2. 4-6
3. 7-9



10

Countdown

# Bystander Strategies





# The 5 Decision Making Steps

**Notice the Event**

**Interpret it as a problem**

**Assume Personal Responsibility**

**Know How to Help**

**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  
INDIVIDUAL  
LEADERSHIP



SHARED  
RESPONSIBILITY

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

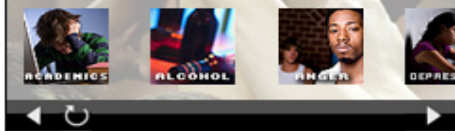
**You are in the same class with your best friend who has missed the last two weeks of class due to having the H1N1 flu. You have an exam tomorrow that's worth 30% of your final grade. If they fail the class, your friend will lose their financial aid scholarship, and they ask you to let them sit next to you during the exam so they copy off your paper. What do you do?**



single person  
**team-work** (tēm'vūk)  
which individual  
ciency; coordin  
with a team

Developed by:

**The University of Arizona  
C.A.T.S. Life Skills Program**  
In Partnership with the NCAA



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.](#)



### STRATEGIES FOR EFFECTIVE HELPING



View tips for emergency / non-emergency situations, intervention styles, and more!

What are the costs

of **NOT**  
intervening?



NASPA  
**excellence**  
awards

2010 Gold Winner

# www.stepupprogram.org

