

Thanks to Prof. Scott Taylor, former AIC

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# Academic Integrity at Colby College

Rebecca R. Conry, Ph.D.  
Academic Integrity Coordinator  
Associate Professor of Chemistry

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The website <http://www.colby.edu/academicintegrity> has additional resources

I am available to discuss ways to promote academic integrity or particular situations: [rebecca.conry@colby.edu](mailto:rebecca.conry@colby.edu) x5764

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# What is Academic Integrity, as Told to Students?

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**Academic Integrity is the practice of being honest and ethical in all your academic endeavors. It includes:**

- **Giving credit to everyone whose work you relied upon.**
- **Clearly distinguishing between your work and others' work.**
- **Following course rules designed to help you and others learn and be accurately assessed on your learning.**
- **Being careful and thorough in your research and in communicating the results of your research including distinguishing your contributions from others.**

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# Why is Academic Integrity Important, as Told to Students?

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**Conducting your work honestly and ethically:**

- **creates a culture of trust and collaboration between students and between students and faculty;**
- **helps you to get the most possible out of your education;**
- **ensures that you and others get appropriate credit for your work and insights;**
- **helps ensure that you are earning a valuable degree from a respected institution.**

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# Cornerstones of Academic Integrity

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Give Credit.

Build Trust.

Reach Out.

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# Dishonesty vs Negligence

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## Academic Dishonesty

is a significant ethical violation rather than an oversight. It may result in an intent to deceive; a willful failure to read, recall or consult course rules; the deliberate failure to learn or apply standard ethical norms for academic work; or intentional carelessness.

## Academic Negligence

is a minor unintentional lapse of ethical academic behavior that the student should have known. It may, for example, result from misunderstanding expectations, inadequate pre-college preparation, or inattention to differences in cultural or disciplinary citation practices. Multiple instances, especially if similar, become academic dishonesty.

Not sure? ASK!!

E-mail [rebecca.conry@colby.edu](mailto:rebecca.conry@colby.edu)  
x5764






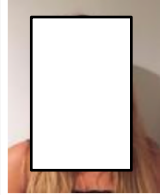
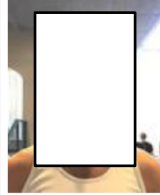
# Report in my.colby: academics tab, course list link, click on course

colby.edu


CH241 A [Organic Chemistry I](#) FA 2019 [Rules](#)

Registered: 49 [Registration History](#)  
[Download to Excel](#) | [Photos](#) | [Emails \(list\)](#) | [Email \(form\)](#) | [Roster \(no photos\)](#)

Majors, minors and advisors are current values for students; for past rosters, these may not accurately reflect majors/minors/advisors at the time of the past term.

	Details	Advisors	Advisor Emails	Credit Hrs	Grade	Forms
	<div></div> <div>Major(s): Biology: Cell and Molec B/B Minor(s): Managerial Economics</div> <div><a href="#">Add Notes / View More Details</a></div>	Angelini, David R. Wagner, Emily A. (PMED)  Dean: Long, Chanda E.	<a href="mailto:drangeli@colby.edu">drangeli@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a>  <a href="mailto:clong@colby.edu">clong@colby.edu</a>	4	IP	<a href="#">Academic Negligence</a> <a href="#">Academic Dishonesty</a> <a href="#">Academic Warning</a>
	<div></div> <div>Major(s): Biology: Neuroscience Minor(s): Statistics</div> <div><a href="#">Add Notes / View More Details</a></div>	Tilden, Andrea R. Wagner, Emily A. (PMED) Wagner, Emily A. (DC) Ashton, Cate Talbot (PMED)  Dean: Moran, Steven A.	<a href="mailto:artilden@colby.edu">artilden@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a> <a href="mailto:ashtonct@colby.edu">ashtonct@colby.edu</a>  <a href="mailto:samoran@colby.edu">samoran@colby.edu</a>	4	IP	<a href="#">Academic Negligence</a> <a href="#">Academic Dishonesty</a> <a href="#">Academic Warning</a>
	<div></div> <div>Major(s): Biology: Cell and Molec B/B Minor(s):</div> <div><a href="#">Add Notes / View More Details</a></div>	Peck, Ronald F. Wagner, Emily A. (PMED) Wagner, Emily A. (DC)  Dean: Moran, Steven A.	<a href="mailto:rpeck@colby.edu">rpeck@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a>  <a href="mailto:samoran@colby.edu">samoran@colby.edu</a>	4	IP	<a href="#">Academic Negligence</a> <a href="#">Academic Dishonesty</a> <a href="#">Academic Warning</a>
	<div></div> <div>Major(s): Environmental Science Minor(s): Philosophy</div> <div><a href="#">Add Notes / View More Details</a></div>	Becknell, Justin M. Ashton, Cate Talbot (DC) Wagner, Emily A. (PMED)  Dean: Long, Chanda E.	<a href="mailto:jmbeckne@colby.edu">jmbeckne@colby.edu</a> <a href="mailto:ashtonct@colby.edu">ashtonct@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a>  <a href="mailto:clong@colby.edu">clong@colby.edu</a>	4	IP	<a href="#">Academic Negligence</a> <a href="#">Academic Dishonesty</a> <a href="#">Academic Warning</a>
	<div></div> <div>Major(s): Biology: Neuroscience Minor(s): Astronomy</div> <div><a href="#">Add Notes / View More Details</a></div>	Tilden, Andrea R. Wagner, Emily A. (PMED) Wagner, Emily A. (DC)  Dean: Moran, Steven A.	<a href="mailto:artilden@colby.edu">artilden@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a> <a href="mailto:eawagner@colby.edu">eawagner@colby.edu</a>  <a href="mailto:samoran@colby.edu">samoran@colby.edu</a>	4	IP	<a href="#">Academic Negligence</a> <a href="#">Academic Dishonesty</a> <a href="#">Academic Warning</a>

Academic Dishonesty Report

Instructions: 

Once a report of academic dishonesty has been filed, the academic integrity coordinator will contact you before any further action is taken. An outline of the entire process for determining whether or not a student is responsible for academic dishonesty and for assigning sanctions can be found at: <http://www.colby.edu/academicintegrity/>

Unless you choose to opt out of the process, you are an important member of the review board which determines responsibility and assigns sanctions. You are not, however, allowed to assign your own sanction for academic dishonesty. If you have questions, please do not hesitate to contact the [Academic Integrity Coordinator](#), Rebecca Conry.

Disciplinary Dean: DuPerry, Margaret ([maduperr@colby.edu](mailto:maduperr@colby.edu))


2019 FA


CH241 A - Organic Chemistry I


Conry, Rebecca R.


Added: 08/28/2019

Incident Date: 08/28/2019

Status: 

Chair:  Conry, Rebecca R.

Committee Member 1:  Select...

Committee Member 2:  Select...

Description of Incident:

Submit

Sends an email to me and disciplinary officer in the Dean of Student's office

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# What Happens When I Receive a Report?

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- ❖ I contact you to find out more details.
- ❖ I contact the student.
- ❖ An academic review board (ARB) is formed: you (if wanted), me, another faculty member and two students from the Academic Honesty Committee, and the Dean of Conduct (non-voting).
- ❖ The ARB investigates and if dishonesty is found (more likely than not rather than beyond a shadow of a doubt) assigns a sanction: typically for a low-stakes assignment minimally zero credit; for a major assignment or exam usually course failure; for a second time suspension; for a third time expulsion. The sanction letter remains in the student's file for six years after graduation (must be declared and addressed for many professional/graduate school applications).
- ❖ You are not allowed to impose your own sanction for dishonesty.
- ❖ No course evaluation for a student found to have committed academic dishonesty before they are completed; no letter solicited for a tenure and/or promotion dossier.

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# Reasons for Student Dishonesty

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- ❖ to try to get better grades, appear smarter, avoid mistakes, replace a lack of skills or lack of confidence in skills
- ❖ poor time management, disorganization, overcommitted
- ❖ ignorant of protocols, requirements (culture, class, etc.)
- ❖ assumption that some assignments or subjects can only be done by cheating or don't seem relevant/worthwhile
- ❖ it's easier, everyone does it, and it doesn't matter
- ❖ opportunity: same assignments or exams used multiple terms, availability of answers online



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# Discussion Scenario 1

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A math professor wrote a difficult extra credit math problem to challenge students. While grading the assignment, she finds the problem posted on a math help website and the answer given there copied nearly verbatim in several student problem sets. She meets with the students. One student said he had no idea how to even start that problem, and no other friend in the class knew how to do either. He claims since the syllabus said collaboration on homework was allowed and the problem was extra credit, he assumed there would be no problem with posting the problem on a math help website and then sharing the answer with his friends. He adds that the problem was too hard to be solved without outside help.

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# Discussion Scenario 2

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**You notice an odd phrase in a paper written by Lisa. When you ask Lisa about her choice of words she said she isn't sure exactly what they mean. She explained that she needed an "A" in the class and wanted perfect grammar. So, she used an online translator, claiming it is no different than using a dictionary, which was allowed. Thus, she typed the sentences into the translator in her native language and she then copied and pasted the translated sentences to make her paper in English.**

Adapted from: <https://www.tesol.org/connect/tesol-resource-center/search-details/activities/2013/08/23/academic-honesty-scenarios>

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# Discussion Scenario 3

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**You are giving an in-class exam that requires the use of a calculator. The class is large, so the students are taking exams in several rooms to give ample space between the students. While proctoring the exam, you walk past one room and see a student take the black cover off of his open calculator and rock it back and forth while looking at it. You walk into the room and the student sets the cover down and puts his arm over it. You politely ask to see the calculator cover and find relevant notes for the exam written in pencil on it, most of them wrong.**

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# Discussion Scenario 4

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A student shows up to an important class a few minutes early and tells you she is hoping to transfer away from Colby. She claims she just found out that an application deadline is in a few days, so she has an appointment with her advising dean during class to find out what she needs to do. She leaves. After class, you contact her advising dean with the intention of discussing how making appointments during a student's class time is inappropriate. The dean says the appointment with the student was later in the day and not during any class.

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# Discussion Scenario 5

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**A student comes to your office hours the day of an exam to ask you how to do a problem on another student's exam from a previous semester.**



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# Discussion Scenario 6

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**Noelle turns in a homework assignment for class. You notice one part reads differently than the rest. A quick web search discovers that she had copied one or two sentences from a website, but appears to have written the rest of the assignment by herself.**

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# Discussion Scenario 7

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It is clear that Joe, Das, and Elizabeth are studying together. Their answers for an assignment are nearly identical (the same points made in the same order but using different words). In fact, they disclose on the assignment that they first discussed the homework assignment but then each wrote out the answers independently. Afterwards, they met to compare answers and each person changed some of the answers before turning in his/her own assignment.