Letter from the Provost

At Harding, integrity is not just a key idea or a buzzword borrowed from the media hot list; it is a cornerstone of our Christian walk, both as faculty and as students. Integrity is an essential value that all of us in the administration, staff, and faculty should model so our students will learn from what we do as well as what we say. I hope that each of us will read carefully the documents in this handbook and consider how we can expect, model, and promote integrity in all our classes, offices, and functions.

It is easy to be cynical about this emphasis on integrity, as it is about any noble and good enterprise. One can say that honest people don’t need to sign a pledge to be honest and dishonest people will gladly sign the pledge and go on being dishonest. Both are true statements. But it is also true that, even though I considered myself an honest person before I signed the pledge, because I was going to sign it, I thought about what the words meant in my daily life and work. I chose to commit overtly to the principles of honesty, authenticity and accountability. That commitment moved “integrity” to the forefront of my mind, at least briefly, and it will more likely stay there for a while because I did make a conscious decision to sign the pledge. I suppose it is a little like having a public wedding: you can get married without one, but making a commitment before God and witnesses adds a significant measure of weight to the event.

Several faculty have mentioned that the emphasis on integrity has caused them to reconsider how they prepare their course materials and tests. And if our emphasis on integrity saves even a couple of students, faculty or administrators from a bad decision this year, then it is worthwhile. It is one that I and the administration of the University support. We hope you will as well.

One way that each faculty member can help is by being sure to report all incidents of academic misconduct to the Provost Office. We are better able to help students learn from their errors if we know about their involvement in other incidents. Your conscientiousness in reporting incidents in your classes will help us address appropriately incidents that arise in other classes.

I commend the committee for helping us organize our thinking and our actions to support integrity on our campus. I commend the faculty for committing to this process. Let’s all do our best to live lives of integrity and to help those around us do the same.

God bless us in this noble endeavor.

Marty Spears
Provost
Academic Integrity Policies

I. Our Integrity Covenant
We, the members of the Harding community, recognize that our covenant of integrity is with three parties.

First and foremost, students and faculty recognize their covenant with God. All morality is ultimately defined by the very nature of God, in whom all truth can be found. Desiring to reflect the heart and nature of Christ, we make a covenant with our God to be truthful and transparent.

Second, we acknowledge that we have a covenant with each other. By doing our own work, working hard, and receiving credit and recognition that represent effort and sacrifice, we create and maintain an atmosphere of excellence and fairness. As members, therefore, of this Christian community, we covenant with each other to guard and protect our commonly held trust.

Third, integrity is a covenant we make with ourselves. Our goal of being servants deserves our every effort to dedicate ourselves fully to those disciplines of study and research that will contribute to the formation of our character and our academic skills. Academic rewards obtained without personal and authentic effort rob us of both the spiritual and professional preparation that God desires.

Our academic integrity originates in the very nature of God, manifests itself in our commonly held and protected reputation, and reveals its value in the prepared Christ-like servanthood that results from a disciplined life.

II. Our Integrity Principle

Honesty: Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

Authenticity: Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

Accountability: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

III. Our Integrity Pledge
I hereby pledge to God, to the Harding University academic community, and to myself that I will uphold godly standards of honesty, authenticity and accountability in all my undertakings.
IV. Violations of Academic Integrity

The following are specific types of violations of the University’s Academic Integrity Policy; if a violation of academic integrity principles occur which is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists. Until a professor notifies the student of academic misconduct, even multiple occurrences of the same kind of violation will be handled as a single incident. Additional infractions will be counted separately. If a violation requires the Director of Academic Affairs to issue a sanction, the Director shall provide a rationale for its determination and application of the particular sanction(s). General guidance on substantial issues of sanctions shall be provided by the Provost.

A. Academic Integrity Violations include:

- Any form of plagiarism whether done deliberately or by mistake.
- Unauthorized collaboration on homework assignments.
- Copying from or viewing another student’s work during an examination or while completing an assignment.
- Using any materials or resources that are not authorized by the instructor for use during an examination or in completing any assignment.
- Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
- Facilitating or aiding and abetting any act of academic dishonesty.
- Collaborating on Lab work or other assigned work when instructed to work independently.
- Submitting, without specific permission of the instructor, work that has been previously offered by the same student for credit in another course.
- Falsification of attendance and/or participation.
- Fabricating any information or citation in an academic exercise or lying to a University employee about assignments.
- Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another.
- Submitting altered or falsified data for a research project.
- Conduct unbecoming of a professional in the classroom or while participating in a practicum, internship, field experience, or any similar academic experience.

B. The following violations will result in multiple sanctions including either disciplinary probation or suspension:

- Theft, abuse, hoarding or concealment of academic property.
- Buying, selling or otherwise obtaining or providing information about an examination not yet administered.
- Substituting for another person or permitting any other person to substitute for oneself to take an examination.
- Falsifying or signing another person’s name on any academically-related University form or document.
C. The following violations will result in academic suspension or expulsion:

- Altering grades or official records.
- Sabotaging another student’s work.
- Submitting altered or falsified data for work submitted for requirements outside of the classroom at the graduate level (e.g. honor’s thesis; master’s thesis; doctoral dissertation; candidacy exam; qualifying exam; dissertation defense).

V. Sanctions for Academic Misconduct

One or more of the following consequences shall result when academic misconduct has been determined:

Class A Sanctions (Course Level)

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to “F” or zero.
3. Requiring the completion of additional learning activities.
4. Lowering of the grade for the course, possibly to “F.”
5. Immediate removal from the course with either a “W” or an “F” placed on the transcript.

Class B Sanctions (Program Level)

1. Placement on disciplinary academic probation on a program level.
2. Suspension or expulsion from a specific degree program.

Class C Sanctions (University Level)

1. Placement on disciplinary academic probation.
2. Suspension from the University for a designated time.
3. Permanent expulsion from the University.

Multiple violations that occur over the length of the student’s tenure at Harding University may result in disciplinary academic probation, academic suspension, or expulsion. Faculty members and administration retain the right to impose sanctions according to their course syllabi, program handbooks, and/or professional judgment. For offenses not specifically mentioned, faculty members may confer with the Director of Academic Affairs and propose a description of the offense and the sanction(s) to be assigned to it. On appeal, the Provost may also impose additional educational sanctions.

Additionally, one or more of the following consequences may result when academic misconduct has been determined in an academic support area:

1. Loss of privileges in the academic support area.
2. Monetary charges to cover all costs (repair, recovery, replacement, etc.) associated with the misconduct.
3. Withdrawal of transcripts or publications.

DISCIPLINARY ACADEMIC PROBATION

Students on Disciplinary Academic Probation are limited to 16 credit hours and are not eligible to represent the University in any extracurricular activities, such as, but not limited to: athletics (both intercollegiate and club level), cheer leading, chorus, debate, band, dramatic productions, international programs, Spring Sing, and student publications. Representing the university includes public performances and trips but not regular meetings and practices.

SUSPENSION AND EXPULSION

Suspension involves withdrawal of enrollment privileges for a specified period of time and ordinarily carries with it conditions which must be met for re-enrollment. Suspended students are not permitted to live or board in University facilities or approved student housing. Re-enrollment after a suspension requires that the student apply to the Provost, or designee, at the close of the imposed period for a determination of whether they have met the conditions of their re-enrollment. Students suspended may not receive credit for University work completed by correspondence or in residence at another university without prior permission from the Provost or designee. Records of suspension are maintained indefinitely.

Expulsion is a permanent dismissal from the University. These records are maintained indefinitely.

DEGREES, HONORS, AND AWARDS

The University reserves the right to withhold or withdraw degrees, honors, scholarships, or awards, or privileges, due to violations of the Academic Integrity Policy.
VI. Resolution of Academic Misconduct

The Director of Academic Affairs and dean or program chair shall be available to the faculty or staff member as consultants during the resolution process.

Investigation of Academic Misconduct

Incidents of alleged academic misconduct shall be resolved according to the following process:

1. Following discovery of the suspected academic misconduct, within two business days, the faculty or staff member shall meet with the student to discuss the allegation. (In extenuating circumstances, this contact may be by phone or e-mail.) If new information is revealed at this meeting or if the student needs time to bring mitigating evidence, a second meeting should be scheduled within two business days.

2. If, based on the information available, the faculty or staff member determines that misconduct has occurred, within two business days he or she must meet with their immediate supervisor (program chair or dean of the academic division or appropriate staff person) and jointly determine whether the misconduct merits (a) a Class A sanction or (b) a sanction beyond Class A.

3. If the decision is to impose Class A sanctions, within two business days the faculty or staff member must: (a) inform the student in writing of the decision [see Appendix A for a sample letter to a student], (b) file an Academic Misconduct Report [Appendix B. This form is available as a .pdf file under the faculty tab on Campus Pipeline.] with the Provost office prior to the imposition of sanctions, and (c) implement the sanction. Once academic misconduct has been determined and reported and the Provost office finds that the student has a prior incident of academic misconduct, the Provost office shall consider the student’s prior record and may impose further sanctions within six business days.

4. If the decision is that the misconduct has earned a sanction beyond Class A:
   a. The faculty member, chair or program director (if applicable), dean, and Director of Academic Affairs must jointly determine sanctions.
   b. The dean must file an Academic Misconduct Report with the Provost Office and copy the faculty member and chair or program director. [Appendix B. This form is available as a .pdf file under the faculty tab on Campus Pipeline.] with the Provost office.
   c. The dean shall provide to the student, in writing, a summary of the specific charges, sanctions authorized by the Director of Academic Affairs, and notification of the right to appeal. A copy of this letter must be filed with the Provost.

5. The student shall have five business days from the formal notification of the academic misconduct to file a written appeal using the form available on Pipeline. Students may withdraw their appeal using the form available on Pipeline. Likewise, the faculty that issued the sanction may choose to resolve the appeal at any point during the appeal process.
Appeal Process

The following statements apply to the appeal procedure for Class A Sanctions:

1. After formal notification of disciplinary actions, a student shall have five business days to file an appeal with the Provost Office using the Academic Misconduct Appeal form on Pipeline or the student forfeits that right.

2. Appeals will not be considered based on any of the following reasons:
   i. Disagreement with published course, program, or university policies (i.e., appealing for a lighter sanction or a "second chance").
   ii. Differences in policies between different programs at the University.
   iii. The sanction's impact on a student's academic progress, athletic eligibility, scholarship eligibility, or eligibility for veteran's benefits.

3. The Director of Academic Affairs will review the appeal and decide if there are sufficient ground for an appeal. The Director of Academic Affairs will send a copy of the decision to the student, the person who submitted the Academic Misconduct form, and the appropriate chair or dean. If the appeal is denied, then all appeal rights will be exhausted.

4. If there are sufficient grounds for an appeal, the Provost Office shall notify the administrator responsible for facilitating the appeal and the faculty member regarding the appeal.

5. The appropriate program chair, director, or assistant/associate dean will facilitate the appeal. If the teacher of the course is the chair, director, or assistant/associate dean, the appropriate program dean will facilitate the appeal. If the teacher of the course is the dean, then the Director of Academic Affairs will facilitate the appeal.

6. The administrator facilitating the appeal must set up a meeting with the student either in person, over the phone, or through videoconference. This meeting should take within five business days after receipt of the appeal.

7. The student may not bring other individuals to the meeting. If the student has eyewitnesses whose testimony may assist in resolving the issue, the eyewitnesses may submit their testimony in writing to academicappeal@harding.edu. These eyewitnesses must have actually witnessed the event to provide evidence of the student's innocence. They cannot simply be character references. The witnesses' emailed statements will serve as an affirmation to the truth of their testimony.

8. The teacher of the course will not be present during the administrator's meeting with the student; however, the administrator will meet separately with the faculty member.

9. Within two business days following the appeal meetings, the administrator will inform the student, the faculty member, and the Provost Office in writing via Harding University-assigned email of the decision.

10. If the appeal is denied, the student may appeal in writing within two business days with the Provost Office by emailing academicappeal@harding.edu.

11. If the administrator facilitating the appeal was the chair, director, or assistant/associate dean, then the dean of the program will review the student's appeal
with two other faculty members appointed by the Director of Academic Affairs from
the Academic Performance and Standards Committee. If the administrator in the
previous appeal was the dean, then the Director of Academic Affairs will facilitate the
review instead of the dean. If the Director of Academic Affairs was the administrator,
then the Provost will facilitate the review instead of the Director of Academic Affairs.

12. The review will include statements from the eyewitnesses, the statement written by
the faculty member, a statement written by the chair, director, or assistant/associate
dean, as well as any other evidence from the student, faculty member, and chair,
director, or assistant/associate dean. The dean may also request a meeting with the
student, faculty, or eyewitnesses to clarify any information.

13. The dean will send a copy of the appeal decision in writing via Harding University-assigne
email to the student, faculty member, and Provost Office within five
business days. The decision of the dean shall be final. If the Director of Academic Affairs facilitated the appeal, then the decision of the Director of Academic Affairs shall be final.

The following statements apply to the appeal procedure for Class B and C Sanctions:

1. After formal notification of disciplinary actions, a student shall have five business
days to file a request for an appeal with the Provost Office using the Academic
Misconduct Appeal form on Pipeline or the student forfeits that right. The Provost
Office shall notify the dean regarding the appeal.

2. Appeals will not be considered based on any of the following reasons:
   i. Disagreement with published course, program, or university policies (i.e.,
      appealing for a lighter sanction or a “second chance”).
   ii. Differences in policies between different programs at the University.
   iii. The sanction’s impact on a student’s academic progress, athletic eligibility,
         scholarship eligibility, or eligibility for veteran’s benefits.

3. The Associate Provost will review the appeal and decide if there are sufficient
   grounds for an appeal. The Associate Provost will send a copy of the decision to the
   student and the Director of Academic Affairs. If the appeal is denied, then all appeal
   rights will be exhausted.

4. If there are sufficient grounds for an appeal, then the Director of Academic Affairs
   will appoint an ad hoc committee from the Academic Performance and Standards
   Committee to review the case. The dean will not be a participant in the committee’s
decision process. No faculty members involved with the incident being appealed will
be appointed to the ad hoc committee. (For a description of the Academic
Performance and Standards Committee, refer to Section VII.) The Director of
Academic Affairs will attend as an ex-officio member.

5. An appeal meeting shall be scheduled before the Academic Performance and
   Standards Committee within five business days after approval from the Associate
   Provost. (An exception may be made for extenuating circumstances. For example, the
   student may be unavailable necessitating that the hearing be conducted upon his or
   her return.) A student who fails to appear within 15 minutes of the arranged time for
   the appeal meeting shall forfeit the right to appeal.
6. The committee will review the submitted documentation from the student and faculty member. The faculty member will be met with separately (in person or via telephone) to obtain additional information. The committee may meet with the student and/or faculty multiple times if necessary. The student may not bring other individuals to the meeting. If the student has eyewitnesses that will assist in resolving the issue, then the eyewitnesses may submit their testimony in writing to academicappeal@harding.edu for review by the committee. These eyewitnesses must have actually witnessed the event to provide evidence of the student’s innocence. They cannot simply be character references. The witnesses’ emailed statements will serve as an affirmation to the truth of their testimony.

7. After conducting the interviews and reviewing all of the documentation, the Academic Performance and Standards Committee, by a majority vote, shall determine whether or not the case has been supported and will report their decision to the Provost. Within two business days the Provost shall inform the student and the dean of the student’s major program in writing of the committee’s decision. This decision shall be final.

8. The committee may set the terms and conditions of the sanctions.

9. A student who has been suspended or expelled may not be on campus unless specific permission is granted by the Provost or a Student Life dean. If campus housing is used by the disciplined student and the student has been dismissed, the Provost Office will notify the Student Life Dean.

VII. ACADEMIC PERFORMANCE AND STANDARDS COMMITTEE

The Academic Performance and Standards Committee is a standing committee that provides a pool from which ad hoc committees may be formed to hear various types of academic appeals. The committee is composed of one undergraduate faculty member, one graduate/professional faculty member, one undergraduate student, and one graduate/professional student representative from each college with the exception of the Honors College. The faculty members are appointed for two-year terms by the dean of each college with half being appointed in even years and the other half in odd years. The dean of each college annual appoints the student members. Undergraduate students only sit on appeals involving undergraduate students. Graduate/professional students only sit on appeals involving graduate/professional students. The Director of Academic Affairs appoints an ad hoc committee consisting of six members from the Academic Performance and Standards Committee (four faculty and two students) to review each case. If the appeal is in the Center for Health Sciences, at least two faculty members from the health sciences will be included. If the appeal is in a graduate/professional program, at least two faculty members who teach at the graduate/professional level will be included. The Director of Academic Affairs appoints the chair of each ad hoc committee.

The specific responsibilities of the Academic Performance and Standards Committee for academic misconduct appeals are to review the decision and sanction(s) imposed prior to the appeal to determine if (1) the investigation was conducted fairly and followed prescribed procedures, (2) the decision was based on sufficient evidence, (3) the sanction was appropriate for the violation(s), and (4) any new evidence that comes to light is sufficient to change the decision or sanction.
VIII. Official Records of Academic Misconduct

An Academic Misconduct Form shall be completed for each instance of academic misconduct.

The Provost office shall ensure maintenance of the official records related to academic misconduct.

IX. Note

As in the case of any policy and policy guidelines, Harding reserves the right to change them or to make appropriate revisions, additions, amendments or corrections. Faculty and students will be notified of any substantial changes.
Developing a Culture of Academic Integrity

At Harding University, integrity is not just a key idea; it is a cornerstone of our Christian walk. Our goal is to encourage a culture of academic integrity based on our desire to serve God, our mutual respect for others, and personal integrity.

A 2005 survey of Harding University students and faculty conducted by the Center for Academic Integrity indicated a need for the University to increase the awareness of students and faculty about issues surrounding academic integrity. (See Appendix C for a summary of the survey results.) The following information is provided as a part of the effort to promote academic integrity. It is our prayer that each of us will be fully dedicated to integrity, and that we can provide the example and guidance necessary to develop students dedicated to integrity.

Leading by Example

Ultimately, we (the faculty) set the attitude in the classroom. Several specific actions can enhance the atmosphere of integrity.

First, we need to clearly articulate our own dedication to academic integrity. Students need to know that we value academic integrity. At opportune times throughout the semester, discussions of the value of integrity in our field of expertise and in our spiritual life may bring the topic down to a personal level that is more tangible and applicable to the student’s immediate interests and needs. Some instructors have even written open letters to their students in which they articulate their personal beliefs about integrity. (See Appendix D for an example from a professor at Oakton Community College.)

Second, we should be models of integrity. If students do not see integrity in each of us, they are not likely to take seriously our admonitions to act with integrity. This is the most challenging aspect of encouraging integrity in the class and probably the most overlooked on the part of instructors. A few examples might bring this home:

- Do you have class on those days when the administration specifically requests that classes not be dismissed, such as Fridays before Thanksgiving and Spring breaks?
- Do you have copyright permission to use the images and animations that you have included in your classroom presentations? If you do not have copyright permission to use the image or animation, does your use fall within the guidelines of fair use? For example, you may not be abiding by copyright and fair use law if
  - You have an animation or image from a previously used textbook in your classroom presentation, but you no longer use that textbook in the class. Most textbooks today come with media manager software that includes images and animations useful for classroom presentations. Most of these media manager packages are copyrighted, and you are granted copyright permission only for the duration of the time you are using that textbook for the class. If you change textbooks, you no longer have copyright permission.
- You copy an animation or image from the Internet. Always check copyright and fair use law. Copyrighted materials, including animations and images from textbooks you are not using in your class, are often posted on the Internet. If you download the material and use it in your classroom presentation without permission from the copyright holder, you are probably violating copyright and fair use law.

- Are you using questions from a test bank provided with the supplemental material for a textbook not currently used in the class. These test banks are generally copyrighted, and, if you are not using the textbook with which it was supplied, you may not have copyright permission to use the questions.

- Do you have copyright permission to make photocopies of a journal article, poem, story or essay for your class? If you do not have copyright permission to use the material, does your use fall within the guidelines of fair use? You may not be abiding by fair use and copyright law if:
  - You hand out copies of a specific journal article for multiple semesters without obtaining permission from the publisher. Fair use law may allow the use of an article for a single semester, after which the instructor needs to obtain copyright permission.
  - You use copies of journal articles, stories, or essays as a replacement for purchasing a textbook or a collection of works.

- When a publisher sends you a complimentary copy of a textbook for examination, do you sell it to one of the book buyers visiting campus? Most publishers stipulate that complimentary copies of textbooks are not to be sold, but are to be returned to the publisher if you do not want them. When you sell that textbook to a book buyer, you are accepting money that is not rightfully yours, and you may be violating copyright law.

For specifics of copyright and fair use law, please see Copyright and Fair Use Law (page 26).

Copyright and fair use law is confusing, and there is considerable controversy over exactly what is acceptable and unacceptable under fair use law. This often results in a rather apathetic attitude toward copyright and fair use law among instructors obtaining material for the classroom. When instructors justify violating copyright and fair use laws because “everyone else is doing it,” “it’s not hurting anyone,” or “no one really cares,” they are exhibiting behavior that is similar to that exhibited by students who justify cheating and plagiarism, and they show themselves to be hypocrites. Regardless of your personal feelings about the laws and their appropriate application, it is undeniable that Christians should be models of integrity. As such we should strive to follow these laws regardless of how inconvenient they may be. Furthermore, our attitude will affect the attitudes of our students when dealing with these same issues. Ultimately, our striving to follow the vague and confusing copyright and fair use laws can provide valuable teaching opportunities.

If you need help determining if your use of material in the classroom is legal and appropriate, please feel free to talk with one of the librarians. They are very knowledgeable about fair use and copyright law and are always willing to help. In addition, please be considerate of the
librarians and those who work in the media center when they question you about whether your requests to copy classroom materials or to put copied material on reserve in the library are appropriate. There are reports of instructors who behaved in a belligerent manner when questioned about the ethics of copying materials. The librarians and media center personnel are allies in our striving for integrity. In addition, when you pressure them to do something they believe violates copyright and fair use law, you are asking them to violate their conscience. When you ask others to violate their conscience, you are not acting with Christian love.

**Course Syllabi**

Including a statement about academic integrity in all course syllabi is an important first step in encouraging academic integrity. This statement can be relatively short and general, or it can be a lengthier version that deals with the specifics of assignments and situations the students will experience during the semester. Two versions of a syllabus statement have been included below which faculty members are welcome to use. However, you may also develop your own, and academic departments are encouraged to discuss issues specific to their area and collaboratively develop syllabi statements that meet their unique needs.

- **Sample Syllabus Statement (Long Version)**
  
  Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

  Academic misconduct will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Office of the Provost. All instances of academic misconduct will be handled according to the procedures delineated in the Harding University catalog.

- **Sample Syllabus Statement (Short Version)**
  
  Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

**Providing Clear Instructions**

A discussion of the importance of academic integrity on the first day of class is weakened substantially if you do not bother to provide appropriate instruction throughout the semester. Any time an assignment is given, you should provide specific guidance about acceptable and unacceptable behavior on that assignment. This serves at least three important purposes:

- It will reinforce the relatively constant rules for using the works of others correctly and giving appropriate credit so as to avoid plagiarism.

- It will eliminate student confusion when there are “gray” areas where acceptable behavior is determined by the individual instructor. For example, what level of collaboration is acceptable on an out-of-class homework assignment? Some instructors may consider...
collaboration to be cheating, while other instructors may encourage extensive collaboration.

- Giving the class specific written guidelines can be a valuable source of evidence for the instructor when a student appeals an instructor’s decision to impose sanctions for academic misconduct. Ultimately, clear instructions can minimize unnecessary confusion and heartache for both instructor and student.

**Minimizing Temptations for Academic Misconduct**

- **Develop relationships with the students.** The relationship between instructors and students is a major contributor to the culture of the University, which has been shown to influence the incidence of academic misconduct. On the one hand, strong relationships can discourage academic dishonesty and, on the other hand, can enhance our ability to handle academic misconduct with sensitivity and in a manner that optimizes what the student learns. Strong relationships also make us more approachable so that students are willing to ask for help when they are struggling, thus minimizing an us-versus-them mentality that can be detrimental to academic integrity. Ultimately, our desire should be that students learn from their mistakes and change unacceptable behaviors so that they become more Christ-like.

- **Emphasize mastery of material rather than grades.** It is easy to emphasize grades in the light of all the distractions facing students on our campus, and grades are a tangible result that students readily understand. However, overemphasis on grades puts unnecessary external pressure on students that can contribute to the temptation to engage in academic misconduct and also places the emphasis of education on assessment rather than on mastery of the subject matter. Grades should be de-emphasized and presented as a measurement of mastery rather than as an end unto themselves.

- **Make sure consequences are clearly articulated and sufficiently severe to act as a deterrent.** Students who believe that we care about academic integrity or who believe the cost of cheating outweighs the benefit are less likely to cheat.

- **Use multiple exams and assignments to determine a final grade.** Students are less likely to engage in academic misconduct if the outcome of a class is based on the combination of multiple smaller assignments or exams than if they feel intense pressure because the entire class depends on a single assignment or exam.

- **Use fair and clearly articulated methods of assessment.** Ambiguity about class objectives and expectations, material that will be covered on an exam, or expectations on an assignment all lead to frustration. Students who feel that you are fair in your grading are less likely to engage in academic misconduct.

- **Minimize the opportunities for academic misconduct.** Many times students engage in academic misconduct because it is easy, and there is a high probability they will get by with it.

For further reading on this topic see “Ten (Updated) Principles of Academic Integrity” by McCabe and Pavela (2004).
Why Students Engage in Academic Misconduct

It is useful to consider the reasons for academic misconduct as we seek to instill the importance of integrity in each student through our personal relationships and our planning of classroom activities, assignments and tests.

Nearly all academic misconduct is motivated by the desire for a better grade, although some students do engage in academic misconduct for the challenge or thrill of doing so. Numerous variables influence the likelihood that a student will engage in academic misconduct. These variables can be divided into two broad categories: individual and contextual variables (McCabe and Trevino 1997).

Individual variables are characteristics of the individual student that are correlated with the likelihood of engaging in academic misconduct, although they are not necessarily causative (McCabe and Trevino 1997). Individual variables include:

- **Academic ability** - Students with more academic ability or with better grade-point averages are less likely to engage in academic misconduct than students with less academic ability or who have lower grade-point averages (McCabe and Trevino 1997; Finn and Frone 2004).

- **Conscientiousness of the student** - Students who are conscientious about school work and who are not prone to procrastination are less likely to engage in academic misconduct than students who procrastinate (McCabe et al. 1999).

- **Student motivation to learn** - Students who are internally driven to learn and who are motivated by the desire for knowledge or to understand a topic are less likely to engage in academic misconduct than students who are more externally driven by grades or by the pressure to succeed (McCabe et al. 1999; Rettinger and Jordan 2005).

- **Student beliefs and attitudes toward cheating** - Students who do not believe that cheating or plagiarism is wrong are more likely to engage in academic misconduct. In addition, students with attitudes or beliefs that minimize the negative feelings about academic misconduct are more likely to engage in it (McCabe 1992; McCabe et al. 2001; Rettinger and Jordan 2005).

Contextual variables are related to the situations in which students find themselves and which will influence the likelihood that academic misconduct will occur (McCabe and Trevino 1997). In general, contextual variables are much stronger predictors of behavior than individual variables (McCabe and Trevino 1997). Contextual variables include:

- **The school’s culture** - Students who attend schools with a strong honor code, and where there is strong peer pressure to abide by that code, are less likely to engage in academic misconduct. Conversely, if students perceive that everyone else is engaging in academic misconduct, or that faculty really do not care about academic misconduct, they are more likely to engage in academic misconduct (McCabe and Trevino 1997; McCabe et al. 2002).
• **Availability of opportunities for academic misconduct** - Academic misconduct is often based on opportunity and the probability of cheating successfully without getting caught (McCabe and Trevino 1993; McCabe et al. 2002; Hutton 2006). For example, if the key to the exam is carelessly left out where a student can see it during the exam or if a faculty member always uses the same exam from semester to semester, students who would normally not cheat might do so out of convenience.

• **Risk of punishment** - Students who believe they will get only a “slap on the wrist” if they get caught are more likely to engage in academic misconduct (McCabe and Trevino 1993; McCabe et al. 2002; Hutton 2006). For example, students may decide to plagiarize a term paper if they are relatively confident the teacher will make them redo the paper with no further consequences when they are caught. The decrease in effort is worth the risk of getting caught. The benefits of plagiarizing may not be worth the cost if the consequence is an automatic “F” for the course. For some students, this is a relatively simple cost-benefit analysis.
Strategies for Handling Academic Misconduct

This section provides a rundown of some of the most common methods of committing academic misconduct. However, it is recommended that you spend some time on the Internet perusing Web sites devoted to cheating and plagiarism. You will likely find these Web sites enlightening (and offensive). In addition, this section provides strategies for preventing various methods of academic misconduct as well as practical recommendations for how to deal with the various forms of academic misconduct when they do occur. This section does not deal with the details of policies and procedures but rather provides practical advice for dealing with the idiosyncrasies of an infraction and for fostering a positive outcome.

General Suggestions for Handling Academic Misconduct

Knowing how to handle academic misconduct when it occurs or when we suspect it is occurring can be difficult. Our attitudes and actions can influence how the individual accused of academic misconduct responds and can influence the perception of other students in the class. Our general approach to academic misconduct should be one that emphasizes prevention and ultimately the development of integrity in the students. Punishment is not the emphasis but is necessary when infractions do occur. General suggestions for handling academic misconduct include the following:

- **Follow appropriate policies and procedures.** Here are some reasons for following appropriate procedures:
  - As a faculty member, you have signed a contract to abide by University policies and procedures. You damage your own integrity when you refuse to follow appropriate policies and procedures.
  - It will help ensure that students are treated with fairness and consistency.
  - Reporting all cases of academic misconduct to the PROVOST’s office allows tracking of academic misconduct. An infraction in a single class may be dealt with mercifully, but when a pattern of academic misconduct is established, the University has a basis for enforcing more severe consequences for academic misconduct.
  - It will enable the administration to better support you as a faculty member. Such benefits include enhancing the Academic Misconduct Committee’s and the Office of Academic Affair’s ability to support your decisions concerning the punishment of infractions and giving administrators a basis for helping you improve your handling of such incidents.

- **Keep good records.** Valuable information that the instructor can provide when a student appeals an instructor’s decision includes handouts and instructions provided to the students when the assignment was given and records of relevant events related to the incident, including the content of meetings and correspondence between the instructor and student.
• Respect the privacy of the student.
  – Do not identify the student in discussions with faculty members other than the
department head or dean who is being consulted for guidance in how to handle the
situation. Identifying the student to other faculty members may unnecessarily bias the
views of other instructors who do not need to know the student’s identity and is most
likely not done out of concern for the student. If you report the incident to the Provost
Office following appropriate procedures, the Provost Office will have the ability to
inform other faculty members of the student’s history if the need arises.
  – Do not discuss the situation with other students. Discussions with students during
investigation of the incident should involve their divulging information to you rather
than vice versa.

• Attempt to understand the underlying reasons why a student engaged in academic
misconduct, not to excuse the action but rather to enhance your ability to facilitate the
spiritual, emotional and intellectual growth of the student.

Cheating on Exams and Quizzes

Common Methods Student Use

• Cheat sheet can take a variety of forms ranging from the traditional small piece of paper
with answers written on it to much more elaborate and creative methods. A few places
that students may write answers are listed below:
  – Prior to the exam, students may write answers on the desk top, floor, or any other
visible place in the classroom. Usually the answers are written so the student can see
them, but the instructor is unlikely to notice. The writing is often done on the desk top
with a pencil or eraser so that it can easily be rubbed out if the instructor becomes
suspicious. However, students have been known to write answers in plain view on a
blackboard ahead of the test on the assumption an instructor will not notice.
  – Students may write answers on the inside of the labels of water or soft-drink bottles.
Unless instructors are being observant, these notes will likely go unnoticed.
  – Students may tuck pieces of paper (or they may write on tape) in their clothes or in a
baseball cap where they can easily access them during an exam. Students are creative
in where they put these notes. For example, female students may put the cheat sheets
on the hem of a short skirt. They can flip the skirt up to see the cheat sheet, but no
male instructor would dare to confront the student for fear of being charged with
sexual harassment.
  – Students have become adept at storing information on a variety of electronic devices
including calculators, iPods, MP3 players, and cell phones. Students can create digital
files they can then read or listen to during the exam, or they may create imaginary
play lists that are actually the answers to test questions.
  – Students may leave cheat sheets at water fountains or in restrooms and then ask to be
excused from the classroom so that they can access them.
• **Communicating with others during the exam.**
  – Hand signals - discrete hand signals indicating a question number and the answer can be used, especially on multiple-choice style tests.
  – Tapping - the concept is nearly identical to the hand signals but is based on using simple noises to encode information. The clicking of a pin, light tapping of a foot, or coughing may all be used.
  – Copying from those in front of or beside them - may be done with or without the knowledge of the one being copied from.
  – Direct verbal communication.
  – Using a cell phone or other digital device to communicate with others, either in the classroom or at some other location. For example, students can be incredibly adept at text messaging.

• **Obtaining the exam ahead of time.**
  – Examining an advanced copy of the exam when an instructor carelessly leaves the exam lying where students can quickly read through it or possibly pick it up and walk off with it. Even if it is an early draft of the exam, it provides the student with insights into the exam and gives them an unfair advantage over other students.
  – Soliciting the cleaning crew to give them drafts of the exam obtained from an instructor’s trash can.
  – Having a friend in an earlier section of a class take a photograph of the exam using a cell phone and send it to them.
  – Having friends who take the exam before them remember key questions so that they can reconstruct a portion of the exam ahead of time.

**Minimizing the Occurrences of Cheating**

• **Ensure the students have a clear understanding of what to expect during the examination.** This step is probably the most important aspects of minimizing cheating on exams. This does not mean that you tell students the specific questions or dumb-down the class. What this does mean is that you have been clear about the objectives of the class, you have outlined your expectations, and you have clearly covered the material you expect students to know. Students who feel that you are unfair or who believe there is no correlation between class activities and the exam are more likely to cheat or give up. Neither of these outcomes is acceptable.

• **Eliminate or minimize the efficacy of the common methods of cheating.**
  – Change the test every semester and use multiple versions of multiple-choice style tests. Even if you do not allow students to keep, or even see, their exams afterward, you need to change at least portions of the exams every semester. There have been instances of organized cheating in which multiple students from one semester each
memorized several questions and pooled these questions to recreate a major portion of the exam for students in future semesters.

- Do not leave extra tests (or the test key) lying where they are easily accessible to students.

- Have students leave book bags and other personal items not needed for the exam at a designated location in the classroom where they do not have access to them during the exam. This should include all electronic items such as cell phones (which should be turned off). In addition, provide any necessary scrap paper. This procedure minimizes the chances a student will be able to bring in a cheat sheet and claim it is actually notes written after the exam began.

- Spread students out in the classroom to the extent that this is possible based on the size of the classroom and the number of students. For example, have students sit in every other seat during exams.

- Stay in the classroom during an exam and be observant. Your presence in the classroom does little if you have your nose buried in a book and are unconscious of what is happening in the classroom (which also gives the impression you do not care). Periodically walking through the classroom asking students if they have any questions allows you to look for unusual activity while also showing caring and interest in how the students are doing on an exam. In addition, pay attention to patterns in student requests to leave the classroom to use the restroom or water fountain during the exam.

- Carefully consider how you plan to use online assessments. For exams that are a large percentage of the grade, an online assessment with no accountability would seriously tempt many students. Carefully consider using the Computer Testing Lab for these exams. (See the Computer Testing Lab on page 25 for more details). For smaller quizzes, you need to realize that students are going to talk and create forms of assessment that take this into account.

Practical Suggestions for Handling Suspected Cases of Cheating

When you suspect that a student is looking at a neighbor’s test, you should let the student know that you are aware of the behavior and take steps to prevent the behavior in a way that is not unduly confrontational and does not draw unnecessary attention to a student. This is especially true when you are unsure whether a student is actually cheating. However, when a student persists in copying from a classmate, your decision to implement punishments is appropriate. Regardless of the specific method of handling this situation, you have a responsibility to let students know that your ultimate goal is to help them develop into individuals of integrity. Below are a few practical suggestions for handling students who are exhibiting suspicious behavior:

- Make a general announcement to the class asking students to keep their eyes on their own papers without singling out any particular student. Remind students of the importance of integrity in our lives.

- Approach the student and discretely say that the behavior appears suspicious. This can easily be done without drawing unnecessary attention to the student if the instructor is an
active presence in the classroom answering questions and interacting with the students in a positive manner.

- Discreetly ask a student to move to another location where he or she is not able to see other tests. This is likely to draw attention to the student, so should only be used if you are relatively confident there is a problem.

- Ask a student to sit at a designated location on future tests so as to avoid any temptation or appearance of cheating.

- Use multiple versions of the exam in the future to minimize the ability to copy from another student.

**Plagiarism**

Plagiarism is presenting another person’s words or ideas as if they were your own. Plagiarism is a type of stealing, and, whether done deliberately or by mistake, it is a serious academic offense.

**Common Types of Plagiarism**

- Copying word for word an original passage or part of a passage without using quotation marks (even though the other citation information is presented correctly) or quoting an original passage without appropriate documentation.

- Paraphrasing or summarizing without documentation.

- Misrepresenting sources.

- Cutting and pasting from the Internet or copying directly from some other source. Many students are adept at creating papers by using text obtained directly from the Internet. The extent of copying can vary from copying the entire paper verbatim, to copying portions of several sources and cobbled them together to form a paper, to rewording passages obtained from another source without giving proper credit.

- Borrowing a paper from a friend that was used in a previous semester.

- Recycling a paper written for another class or using a single paper for two different classes. In general the practice of turning in a single paper for more than one class is unacceptable, but exceptions are occasionally made when there is prior arrangement made by the student with the instructor of each class. These occasional exceptions can lead to confusion among students about the acceptability of this practice.

- Purchasing a paper from a paper mill.
  - Multiple Web sites provide banks of term papers on a variety of topics that can be purchased and submitted by students. These term papers can frequently be detected by plagiarism detection services such as turnitin.com.
  - Ringers (individuals who specialize in taking tests for or doing assignments for students) will charge a fee to write a paper for a student. These services can be quite sophisticated and may customize the paper based on class notes submitted by the
student and the grade the student wishes to receive. These papers may be virtually impossible to detect unless the instructor is already familiar with the writing ability and style of a particular student.

Minimizing the Occurrences of Plagiarism

• **Provide clear instruction about the various forms of plagiarism and provide guidance on how to avoid plagiarizing material.** It may even be appropriate to incorporate material on plagiarism into your testing. Regardless, you should not assume that students have a clear understanding of plagiarism. Remember that repetition is important in the learning process.

• **Use creative assignments and change them up on a regular basis.** Assignments that differ from the standard term paper are often harder to plagiarize. The more unusual the assignment the less likely a student will be able to plagiarize it.

• **Break assignments into sections.** If the student must turn in a preliminary literature cited, if the assignment is broken into parts that are done sequentially, or if early drafts of the manuscript are turned in to be critiqued by the instructor or fellow students, it becomes much more difficult for students to plagiarize. In addition, this gives you an opportunity to look for potential plagiarism problems that the student can correct before the final draft is due.

• **Be wary of student requests to change the topic at the last minute.** Sudden requests to change topics at the last minute may be stimulated by the student’s procrastination in beginning the assignment and the availability of an opportunity to plagiarize in order to meet the assignment deadline.

• **Use plagiarism detection software.** Many students will see this as a deterrent to plagiarism. However, you can also use the results from these plagiarism detection tools as a beginning point for positive discussion of the details of appropriate referencing of sources rather than just a mechanism for catching plagiarized papers.

• **Have students present their papers orally either to you or the class.** Students who plagiarized their papers will likely show an inadequate knowledge of the topic and the content of their paper.

Signs that Plagiarism May Have Occurred

• Sudden shifts in writing style.

• Sudden shifts in formatting.

• Unusually advanced or specialized vocabulary.

• Sudden change in topic at the last minute.

• Inability of the student to intelligently discuss the topic and content of the paper after it is turned in.

• Citations of sources that the student would have difficulty obtaining or comprehending. For example, if multiple articles cited in the paper are in Spanish, is the student fluent in Spanish?
List of literature cited is unusually long.

Resources for Detecting Plagiarism

*Turnitin.com* provides a variety of services to educate students about plagiarism and to help detect and prevent plagiarism. Much of the information on *turnitin.com* can be accessed without a username or password. However, if you are interested in using *turnitin.com*’s plagiarism detection services, contact Ann Dixon by phone (279-4235) or email (adixon@harding.edu), and she can help you set up an account to use this service. A July 2009 message from *turnitin.com* to institutions that use this originality and plagiarism detection service included the following quoted excerpts:

> *A recent in-depth statistical analysis of more than 21 million submissions from higher education institutions to Turnitin over the past 7 years has revealed:*

  *After the first 2 years of using Turnitin, an institution can expect an average reduction of 20% in very serious incidents* of unoriginal student work;

  *After 4 years of use, that reduction is 30%, and;*

  *After 6 years of use, the average reduction is 40% or more.*

  *NOTE: A "very serious incident of unoriginal content" is defined as a paper containing 50-100% unoriginal material indicating likely issues of poor writing, plagiarism or both.*

*This analysis confirmed that Turnitin has a growing, positive impact on student writing and the longer it is used, the better the results. Furthermore, in an April 2009 survey:*

  *88% of users said that Turnitin helps reduce plagiarism;*

  *71% said it helps them become better instructors, and;*

  *67% said that it helps students improve their writing skills.*

*One instructor summed it up well, saying: "I love how it is used as a teaching tool rather than simply as a way to catch cheating students. My students understand that the responsibility is on them to avoid problems rather than for me to catch them. Students seem to be plagiarizing less and less, at least by copying and pasting from the Internet.”*

In addition to *turnitin.com*, any of the major Internet search engines can be useful in detecting plagiarism. Typing in key phrases or sentences from a paper will frequently reveal the source of the material if it has been plagiarized. Major search engines include *Google.com, Yahoo.com* and *Bing.com.*
Practical Suggestions for Handling Suspected Cases of Plagiarism

- **Do your homework.** The more you know about the extent of the problem, the better your ability to handle the situation appropriately.
  - Do a thorough search for plagiarized passages.
  - Ask the student to discuss the paper with you. Pick out specific statements and ask the student to elaborate on them. An inability to do so is a strong indicator of plagiarism.
  - Ask to see all books and articles the student cites. Inability to produce these items is a strong indicator of plagiarism.
  - Query the student about what plagiarism is and how to avoid it. This would include any material on the topic that you presented in class.

- **Try to understand the motivation and general attitude of the student who plagiarizes.** This information may reveal underlying issues with which a student needs help as well as provide insights valuable in determining the severity of penalties that should be imposed.

- **Make sure the penalty is appropriate** to the degree of plagiarism committed and your assessment of the intentions of the student.

Inappropriate Collaboration on Assignments

Types of Inappropriate Collaboration

- Multiple students collaborating on an assignment meant to be done independently. Clear instructions when an assignment is given are important in preventing unacceptable collaboration and when taking action against suspected cases of unacceptable collaboration.

- One or more students copying from another student (with or without permission).

- Students putting their names on a group assignment when they did not contribute substantially to the assignment.

Minimizing the Occurrence of Inappropriate Collaboration

Inappropriate collaboration on assignments is very difficult to prevent because the collaboration often takes place on assignments that are done outside of class. Suggestions for minimizing the occurrence of inappropriate collaboration include these:

- Give very explicit instructions on what, if any, collaboration is permissible.

- Have students sign a statement that they will abide by the instructions they have been provided.

- Give different versions of the assignment so that fewer students will have the same assignment.
• Give multiple smaller assignments rather than one large assignment so that there is less pressure associated with a given assignment to do well.

None of these suggestions will eliminate inappropriate collaboration. The goal is to make sure that students are aware of what is acceptable and to reduce somewhat the ease and the benefit of collaborating on an assignment.

**Practical Suggestions for Detecting and Handling Inappropriate Collaboration**

• Pay attention to student reports of inappropriate collaboration.

• Listen carefully to student comments about the assignment. Their comments will often betray their level of collaboration.

• Pay attention to similarities between students in their approaches to questions or in the types of mistakes they make. If two different students come up with an extremely novel solution to a problem or make a similar unlikely mistake it may point to collaboration.

• Keep good documentation of relevant observations and conversations about inappropriate collaboration.

• If extensive inappropriate collaboration is taking place in a class, it may be beneficial to give students the opportunity to report themselves for a lesser penalty before initiating harsher penalties against those you know are involved in the inappropriate collaboration but do not voluntarily come forward. This may open up opportunities for dialogue with some students that will enhance their dedication to integrity when they face similar situations in the future.

**Handling Students’ Reports of Others’ Academic Misconduct**

• **Be approachable.** This trait is important in any healthy student-teacher relationship. In addition, this enables you to partner with the students to encourage academic integrity and discourage dishonesty.

• **Thank the student for his or her concern.** For many students, approaching an instructor to inform on fellow students elicits internal conflict and hesitancy due to deeply ingrained cultural taboos against informing on one’s peers. However, when students leave Harding University they may face situations where they must make decisions about informing officials, boards, or agencies about unethical or illegal behaviors. How we respond to their reports of academic misconduct will influence their character and shape how they respond to unethical or illegal behavior in the future.

• **Provide students with biblically based guidance on the appropriate method of handling the situation** if you believe they have prematurely informed you or have handled a situation inappropriately. It may be beneficial to provide them with a copy of *What Should I Do When I See Academic Dishonesty?* (Appendix E) which provides a suggested approach for how students should handle these types of situations.
• **Pay attention to student suggestions for how to resolve the situation.** Students can be creative and suggest novel strategies for handling a problem. For example, in one instance a student was positive another student was copying off her multiple choice exam, but the instructor did not feel he could definitely prove that cheating had occurred. The student rather creatively solved the problem by marking the answer immediately to the right of the correct answer on the entire test. She then wrote a note at the bottom of her exam explaining what she had done. The instructor hand graded her exam, and she received an excellent grade while the cheater paid dearly for his cheating.

• **If you believe you cannot act on a situation, inform the student of your reasoning** (if you can do so without divulging inappropriate information to the student). Inactivity on your part can be construed to mean you do not care about academic misconduct by the informer. This can undermine the culture of integrity that we are seeking to nurture at Harding University and can lead the student to question your integrity. A clear explanation of your concern for integrity coupled with a thoughtful explanation of your actions can provide a valuable learning experience for the student.

• **Protect the identity of the informer if possible.** Students frequently desire academic integrity but fear retribution (real or imagined) from classmates if they discover who informed on them.
The Computer Testing Lab

The Computer Testing Lab is for instructors who wish to do online assessment. The Computer Testing Lab provides a secure location for students to take tests and quizzes through Canvas. The testing Lab contains 32 computers on which students can take exams during the hours of 8 am – 9 pm on Monday, Tuesday, and Thursday, and 8 am - 6 pm on Wednesday and Friday.

The computers in the Computer Testing Lab use the Respondus LockDown Browser. While the Respondus LockDown Browser is in use, students are unable to print, copy, go to another URL, access other applications, or close an assessment until it is submitted for grading. Student identifications are checked when they take the exam or quiz, and proctors are present at all times to help students if they experience technical difficulties and to monitor for any behavior that would indicate that cheating is occurring. Additionally, all activities in the Computer Testing Lab are under video surveillance, and video records of all activities are retained for one month from the date of recording.

The Computer Testing Lab has thorough Testing Lab Policies (Appendix F) to which students must agree before they can begin an assessment. In the event a student is suspected of cheating, the assessment is stopped immediately. At that time, the proctor fills out a Testing Lab Academic Misconduct Report (Appendix G), and the student has an opportunity to make a written response to the charges. A completed copy of the Testing Lab Academic Misconduct Report is then sent to the instructor, the Office of the Provost, and the student. It is the responsibility of the instructor to act on the information in the report, following the policies of Harding University.

If you have any questions about the Computer Testing Lab or are interested in using the Computer Testing Lab in your classes, contact Nikki Decker by phone (279-5220) or e-mail (ndecker@harding.edu).
Copyright and Fair Use Law

The Copyright Act (title 17, U.S. Code) provides the legal framework for when and how we can use the works of others. Many of the activities we engage in as educators fall under the category of fair use (Section 107 in the Copyright Act), which states the following:

The fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

(4) the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

The above criteria for determining whether your use of copyrighted material falls within fair use guidelines are rather vague. Numerous court cases have resulted in extensive case law interpreting the Copyright Act, which provides further copyright and fair use guidance. Below is a list of Internet links that may be useful in your effort to follow copyright and fair use law. The first link is to the United States Copyright Office at the Library of Congress where you can read the Copyright Act. The rest of the links are to guidelines provided to the faculty at other universities to help them navigate the murky world of copyright and fair use law. These guidelines are just a sampling of what can be found on the Internet. However, you should use any guidelines with caution and with the understanding that ultimately you are the one responsible for how you use copyrighted materials.

US Copyright Office
www.copyright.gov

The University of Texas System. Fair Use and Copyrighted Material
www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

Stanford University Libraries. Copyright and Fair Use Center
http://fairuse.stanford.edu/
Literature Cited


Sample Letter to Student

[Date]

[Student’s name]
[Address line 1]
[Address line 2]

Dear [Student],

This letter is to confirm in writing the disciplinary action taken due to your violation of Harding University’s Code of Academic Conduct. The [insert specific action] was in direct conflict with the mission of Harding and reflects a behavior that is strictly forbidden (see Catalog, page [insert page number]). Harding expects each student to maintain the highest standards of ethical principles in every endeavor. As a result of your behavior, [insert specific disciplinary action taken]. Attached is a copy of the report which is a permanent part of your student file.

You have the right to appeal this decision. You will have 48 hours to complete the Academic Misconduct Appeal form in Pipeline. [The remaining part of the letter could specifically address the cooperation, or lack of cooperation, on the part of the student during the resolution of the matter. It may also provide encouragement toward a greater personal responsibility in future endeavors—typically a more personal section relating directly to the personal relationship or matters discussed during the resolution process. In very difficult situations ending in significant conflict, this section may be omitted.]

Our academic policy stipulates further consequences may occur should you have other incidents of misconduct. Those consequences will be determined through the Provost Office.

Sincerely,

[Name of faculty/administrator]
[Title/Position]
C: Provost
Harding University
Academic Misconduct Report

To be completed by the faculty member reporting the academic misconduct.

Attach a copy of the letter sent to the student. If the student provides a written response, attach it to this document. These documents must be submitted to the Provost Office where they will be kept in a confidential file.

Student Name:________________________________________________   HU Number: _____________________________
Teacher Name:________________________________________________  Phone Number: ___________________________
Department/College:_______________________________________________Course: _______________________________

Date of Misconduct: ________________________ Date of Faculty Meeting with Student: ______________

Type of Academic Misconduct Involved: (Check all that apply.)

___________ Cheating  ___________ Aiding and abetting academic dishonesty  ________ Other

___________ Plagiarism  ___________ Conduct unbecoming a professional

___________ Fabrication  ___________ Theft, abuse, hoarding of academic property

Description of Misconduct:

Type of Sanctions Imposed for Academic Misconduct: (Discuss with supervisor or Associate/Assistant Provost prior to imposing sanctions. Check all that apply.)

Class A Sanctions (Course Level)

_____________ Repeating of the assignment or completion of an additional assignment, possibly with less credit awarded in either case.

_____________ Lowering of the grade on the test or assignment, possibly to F or zero.

_____________ Lowering of the grade for the course, possibly to F.

_____________ Immediate removal from the course with a grade of a W or F.

Class B Sanctions* (Program Level) *Require approval of dean

_____________ Disciplinary academic probation

_____________ Suspension or expulsion from the degree program

Specific description of sanctions imposed:

Signature of Faculty Member ___________________________ Date ___________________________

Signature of Dean (Class B sanctions only) ___________________________ Date ___________________________

PROVOST OFFICE USE ONLY  Date
Entered into Banner ____________________________________

cc: Student, Department Chair/Program Director, Dean of College, Provost Office
What Should I Do When I See Academic Dishonesty?
Practical Advice for Students

What should I do if I see someone cheating? Your P.A.R.T.

- **Pray** for discernment, humility and courage. Each set of circumstances requires wisdom to determine the correct response. Do you know the other person? Are they approachable? How certain are you that cheating has occurred? How serious is the offense?

- **Approach** the person with a humble and caring heart. Talk with him/her about cheating, why it’s wrong, and the reasons that we shouldn’t cheat. You may want to say, “I too have been tempted to cheat, but I want to encourage you to do your own work so that you can learn the class material and feel good about yourself.” If the person is sorry and recognizes the wrong that they have done, you should persuade him/her to admit the cheating to the teacher. This will help the person be more honest in the future. Sometimes you may not be able to speak directly with the one cheating. In such a case, you ought to tell your teacher what you know about the dishonesty or your suspicions.

- **Remove** the temptation. If someone is copying from you, cover your answers or privately ask the teacher to sit in another place in the classroom. Be aware that by being conscious of the weaknesses of others, and by taking precautions you can help your fellow students avoid the temptation altogether.

- **Talk** with your teacher (or Dr. Jake Brownfield) in private about the cheating. Perhaps you are not able to confront the person, or the person refuses to stop cheating. Share with the teacher the degree of certainty you have about the cheating. Your name will be held in confidence, and your teacher will be very careful to assign the appropriate consequence for the cheating. Your teacher may require the student to repeat the assignment, to receive an F on the assignment, or in more serious cases to fail the class. You should know that whatever the situation, the student has the right to appeal his or her case.
Testing Lab Policies

Lab Admission

• You must have your Harding ID card to test. No other form of identification is accepted. You may go to Student Life from the hours of 8 am to 5 pm, Monday through Friday to obtain a new Harding ID card.
• You may not leave the Testing Lab once you have begun testing - this includes going to the bathroom and getting a drink.
• Only testers are allowed in the Testing Lab. No one else will be allowed in the lab under any circumstance.
• The Testing Lab is to be used for the purpose of testing only - you cannot browse, print, check e-mail, etc.

Personal Items

• Personal belongings will not be allowed at the computers while testing, therefore storage bins have been provided. It is in your best interest to not bring valuable items to the Testing Lab - Harding University is not responsible for lost items.
• You may not wear baggy sweatshirts, coats, hats, watches, or any other non-essential articles of clothing while testing.
• Cell phones and any other electronic devices are to be left in the storage bins and are to be turned off - not on vibrate mode - while in the Testing Lab.
• Calculators, pencils and scrap paper are provided at the proctor’s desk. Other materials are not allowed unless otherwise approved by the instructor.

Online Test Scheduler

• You may not reschedule your test appointment for any reason; however, you are allowed to come to the Testing Lab before your scheduled time.
• If you are unable to make your appointment, you must refer to your instructor’s syllabus for their policy on missed tests.
• It is recommended to be in the Testing Lab 10 minutes ahead of your scheduled time.
• Once your scheduled time has expired, you must immediately end your test and leave regardless of the amount of time remaining in your Canvas test.

Academic Misconduct

• In order to avoid suspicion by the proctor, it is highly recommended that you empty your pockets prior to testing - this would include anything that could be construed by the proctor as cheating aids in your pockets.
• Should suspicious writing, drawings, or markings of any kind be found on your body or on any article of your clothing, you will not be allowed to test.
• The proctor has the right to check for content under any circumstances.
• If you are suspected of cheating, your test will be stopped immediately. At this time, the Testing Lab’s Academic Misconduct Report form will be filled out. You will have an opportunity to make comments on the form. Your instructor and the Office of the Provost will be contacted and receive a copy of the form. A copy will also be sent to you in campus mail.
Testing Lab Academic Misconduct Report
Harding University
Report of Academic Misconduct (filed by academic support services unit)

To be filed with the Office of the PROVOST and the teacher of the course.

Student’s Name: __________________________________________________________________

HU Number: ____________________ Local Mailing Address: _____________________________

Reporting Person’s Name: ________________________________ Semester: _________________

Reporting Person’s Title/Department: _________________________________________________

Teacher’s Name: ____________________________________ Course: _______________________

Date of Incident: ___________________________________________________________________

Type(s) of Academic Misconduct Involved with this Incident: (Check all that apply)

_____ Cheating

_____ Aiding and abetting academic dishonesty

_____ Plagiarism

_____ Conduct unbecoming a professional

_____ Fabrication

_____ Theft, abuse, etc. of academic property

Description of incident (including any communication with the student that occurred in connection with
the incident). Supporting information or evidence may be attached:

Description of consequences, if any, to be imposed by the academic support services unit:

(over)
To be completed by the student:

Student’s comments regarding the incident:

I understand that my signature is not an admission of guilt but is an acknowledgement that I have had the opportunity to make a written statement about the incident. I also understand that this Academic Misconduct Report is being filed with the office of the Provost and the teacher of the course, if applicable; that any academic discipline resulting from the incident will be imposed by the teacher, the program director, and/or the PROVOST; and that I have the right of appeal, according to procedures outlined in the Catalog.

_______________________________________         _______________________________________
Signature of Student                Date

_______________________________________        ______________________________________
Signature of Reporting Person               Date

c: Student
    Provost
    Teacher, if applicable